

DOCUMENT RESUME

ED 090 532

CS 201 026

TITLE Language Arts Instruction, K-6: A Handbook of Options 1973-74.

INSTITUTION Mount Diablo Unified School District, Concord, Calif.

PUB DATE 73 .

NOTE 122p.; Journal articles in Appendixes B, C, D, and E removed because of copyright restrictions

EDRS PRICE MF-\$0.75 HC-\$5.40 PLUS POSTAGE

DESCRIPTORS Curriculum Guides; Educational Resources; Elementary Education; Evaluation Techniques; Guidelines; Individualized Instruction; *Instructional Materials; Kindergarten; *Language Arts; *Reading; *Teaching Guides; *Teaching Methods; Teaching Techniques

IDENTIFIERS Mount Diablo Unified School District

ABSTRACT

This guide, written to provide teachers with alternative methods and materials for individualizing elementary language arts, contains six chapters. It also includes several diagrams analyzing instructional variables in a manner that provides teachers with alternatives for classroom instruction. The chapters are "Options in Program Planning," which states the guidelines, objectives, and variables in curriculum planning; "Assessing the Learner: Assessment/Diagnosis"; "Teaching Techniques--Methods"; "Choosing Materials," which contains an annotated list of generally available instructional materials and aids; "Organizing for Instruction," which analyzes several curricular and classroom designs; and "Sources," which contains recommended teacher aid materials. (RB)

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LANGUAGE ARTS INSTRUCTION, K-6:

a

HANDBOOK OF OPTIONS

1973-74

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CS 201 026

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ACKNOWLEDGMENTS

The teachers on the writing committee have spent many hours of volunteer, after-school time, compiling the options for teaching the Language Arts presented on these pages. Materials had to be searched and researched, procedures involved in assessment techniques were organized and consolidated. Philosophies were explored. These teachers, representing their schools on the Elementary Language Arts Committee, volunteered their time for this needed task in 1970-71, when the preliminary draft covering reading was developed, and in 1972-73, when the options were expanded to include instruction in all of the Language Arts. A special commendation is due to each, and to the chairpersons who worked with me to unify the whole during August of 1971 and again in August of 1973.

Much appreciation is also due to Cheryl Renshaw in Wing C and to the Word Processing and Duplicating Departments for their TLC in handling this material when it was added to their already heavy schedules.

ALPHA QUINCY
Elementary General Consultant

FOREWORD

The refinement and expansion of this handbook is continuing documentation of the high priority Mt. Diablo Unified School District places on reading and language. The assault on the problem of individualizing the teaching of reading is materially strengthened by the newly revised guide.

In meeting the challenge of the individual student, the teacher must deal with a wide range of variables. This handbook effectively considers several of the more important: assessment, materials, and organization, to name some. In this new version, it analyzes some of these major variables in a manner which provides many useful alternatives to the teacher.

Your study and use of the guide will make a substantial contribution to the teaching of reading in the class and in the District.

W. Kenneth Lowry, Director
Elementary Education

THE ROAD TO LITERACY IS PAVED WITH GOOD INTENTIONED TEACHERS

For young children growing to adulthood, the most important ingredients our schools can provide are the ability to read effectively, a lasting love for books, and a growing awareness of the contributions a piece of great literature can make to a person's attitudes, feelings, and behavior.

Martin Tucker

In elementary school the name of the game is getting literacy off the ground.

Dr. Jane Root

Rendering experience into words is the real business of school.

James Moffett

Students who become accustomed to asking questions and making inquiries about language seem to insist on asking questions and making inquiries in literature, mathematics, social studies, and science.

Neil Postman

To silence
a child's tongue
is to
silence his mind.
Walter Loban

Starting to read is like fastening a snap on a union suit while turning around.

Nila B. Smith

Thinking affects language
and language affects thinking.

David Russell

Each mind hath
its own method.

Emerson

We are faced with insurmountable opportunity.

Pogo

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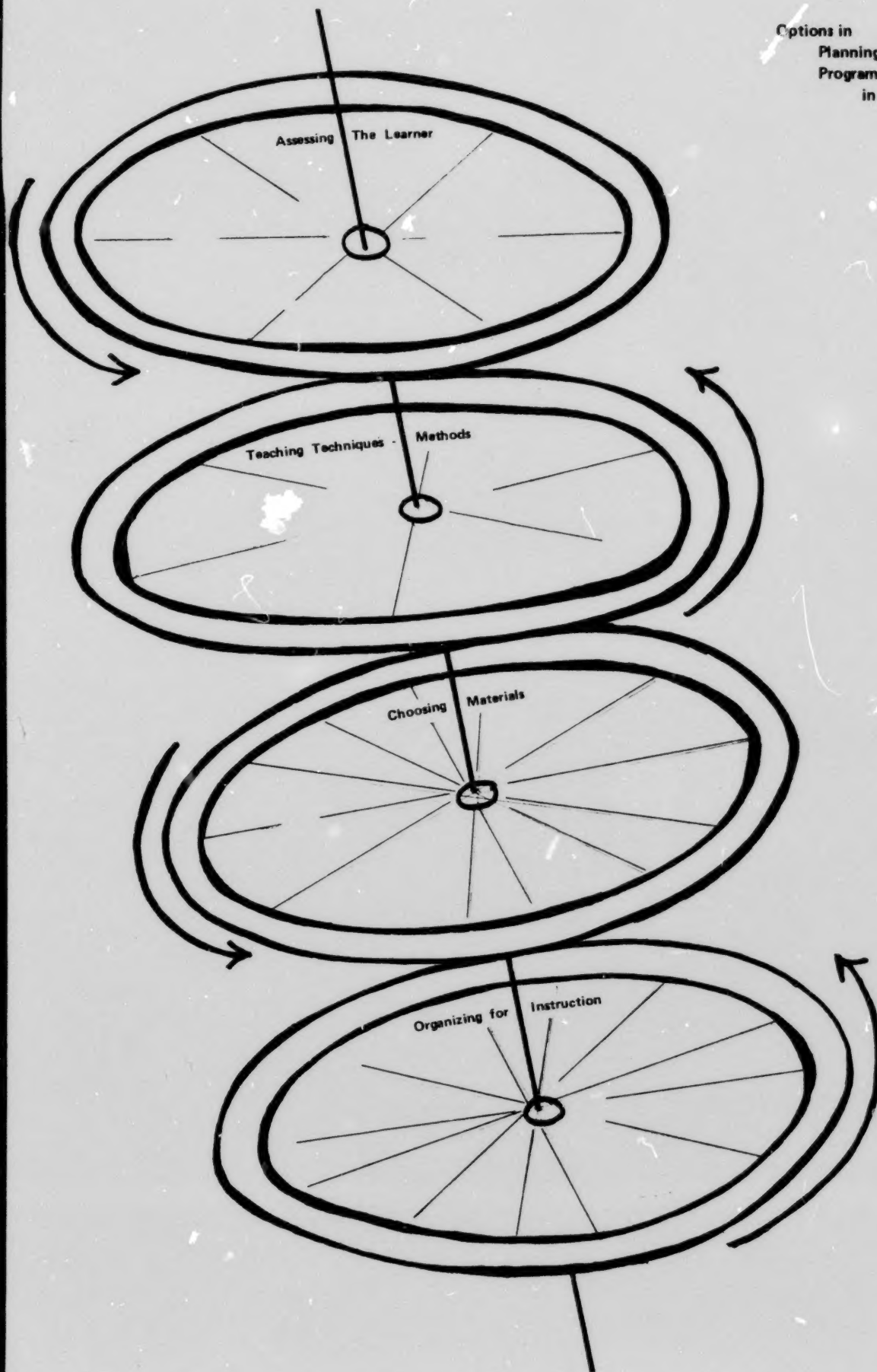
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Options in
Planning A Balanced
Program of Instruction
in the
Language Arts



CHAPTER I

OPTIONS IN PLANNING A BALANCED PROGRAM OF INSTRUCTION IN THE LANGUAGE ARTS

INTENT OF THIS HANDBOOK

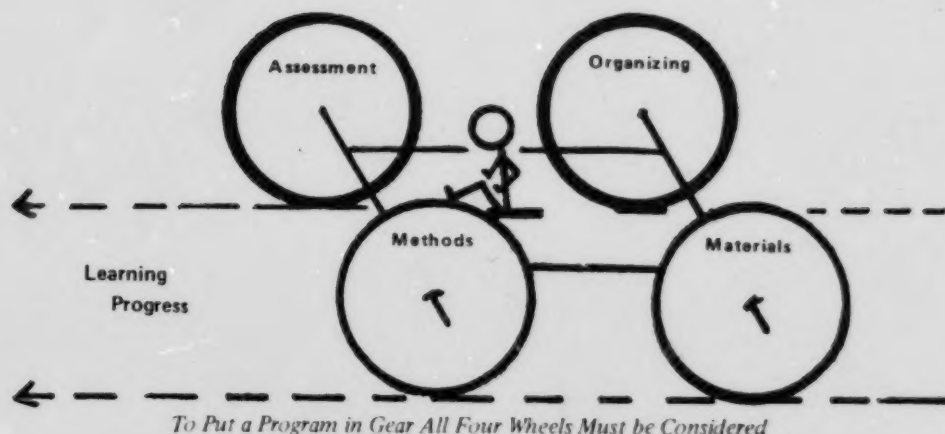


Know Your Options Before You Decide

This Language Arts Handbook, K-6, is directed to the beginning teacher and to the experienced teacher looking for new ways to meet the varied needs of the many different children entrusted to his/her guidance in learning to read and write. It is designed to give teachers a resource tool found nowhere else, a guide to the options open to them in teaching reading and writing and the other language arts, and a source of analysis of those options.

The Handbook is not intended to take the place of a "teacher's manual" of a text series. The manuals are specific in method, philosophy, and procedure and can be invaluable to the teacher in planning, once a series has been selected. The Handbook is not a cookbook of tested recipes for teaching reading, spelling, or creative writing. These can be found in many of the published guides, texts, workbooks, and periodicals listed in the sections on sources and materials. Some of these, too, can be invaluable to a teacher planning each daily lesson for a particular purpose. Here we need to think of a total, balanced program, and all of the elements that must make up such a program; our objectives and how to reach them, using assessment techniques, methods, materials, and organization.

APPROACHES TO INSTRUCTION:



The organization of this handbook is based on the four wheels and the options to instruction they reveal.

The four-wheeled model above represents possible factors to be considered in developing an *approach* to the teaching of the language arts. All four wheels comprise a *program*, and though separate items on each wheel may be given emphasis at any one time for specific purposes in developing an approach to instruction, none should be neglected in program planning.

The combination of one or more items from each wheel in a workable format, selected with consideration for the needs of each student at any level of development, constitutes an approach to instruction. There is no single right approach to teaching reading or the other language arts, at any level, for any student. There are a variety of approaches. Such approaches are classified in a number of ways; according to organizational pattern, materials used, or the method used in the process of decoding and recoding for meaning. For example, the "Language Experience Approach" refers only to a methodology and says little about the classroom organization, about material used, and even less about assessment techniques. The "Basal Reader Approach" refers only to a type of material used and ignores the factors of methodology, the philosophy upon which the instructional sequence is based, how instruction is to be organized, and the student's assessed needs. The "Individualized Approach" only describes how instruction is organized; it says little about assessment techniques and even less about materials and methodologies. These and other approaches may all be useful approaches to instruction, provided the other factors represented by the other wheels are considered.

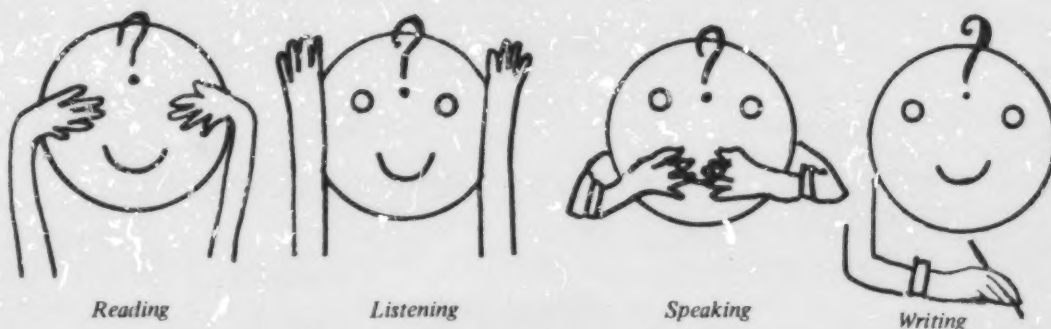
Another factor to consider in balancing a Language Arts program is the selection of varied materials for different method emphasis. For example, if the reading program is built on a language-experience approach, the spelling program might have a phonics emphasis and the language program a literature approach for balance. If the reading program is a phonics approach, the spelling program might be incorporated in a creative writing approach, and the language program be centered in oral communication. Seldom will one published program in any or all of the Language Arts include the variety of approaches needed to meet the needs of all students. If a program in reading, spelling, language, writing, etc. is all coordinated around one methodology (e.g., word recognition), or one system of materials, or one organizational pattern, all needs will probably not be met.

Varying modalities of learning and perception, and differing linguistic and experiential backgrounds provide a learning and teaching heterogeneity which makes a combination of approaches a necessity, even within one classroom.

Many of the options open to program development can be seen on the four wheels. Each wheel is developed more fully as a complete Handbook section. Each section will focus on one wheel and include all of the elements that make up that one wheel to aid in program choice decisions.

There is no single approach to instruction nor is there a single set of materials that can be identified as equally appropriate for all students. Variations in learning modes require great adaptability in bringing together the student, the methods, the techniques, and the materials in a setting organized for productive learning. There is no evidence to show that any approach to instruction is superior to any other. There are no published materials that can be said to be a panacea for the problems found in teaching the language arts. Teachers are the key to success in learning. Teachers must know each student, how that student responds best, know the teaching techniques, the materials, and know how to best organize for efficient and effective use of all resources. Of paramount importance is the teacher as a model, a teacher who loves books and reading and who reads, who loves writing and writes well, and who values the practice steps taken by students as they learn to read and write.

WHAT ARE THE LANGUAGE ARTS?



There is a close and interdependent relationship between all of the language arts. Language is probably the one factor that can be said to give identity to human beings. The first language skill in the developing child is the ability to hear and to listen. Children who can't hear do not normally develop speech. In the preschool child, speech develops spontaneously as he listens to the sounds of the language around him and modifies the sounds he makes to adjust to meaning intended. The infinite forms of sentence pattern and structure also form in speech before the child reaches school age. The sound of the language of communication that he already has mastered is what the child hears as he begins to read, to decode, the "talk" that is written down. *Reading* then becomes a message received through the eye where *listening* is the message received through the ear. At the same time, learning to encode speech into *writing* becomes the "other side of the coin" of reading and can be thought of as sending a message through the eye, where *speech* is sending a message through the ear. The translation between all of these modes of language: listening, speaking, reading, and writing is all important and occurs simultaneously in the processing of language for meaning. When considering the total school program at the elementary level, they cannot be considered in isolation from one another. Though one area may be considered for emphasis for particular purposes, it is well to remember that a child cannot speak what he cannot hear, nor can he read what he cannot hear, nor write what he cannot read, nor compose an idea that is not his own. The whole of the process involves a multiplicity of skills, all of which must occur together. Students must recognize the connection between spoken and written language to meet success.

Competent instruction in some developmental way that includes all of the elements of the nature of the language in its spoken and written forms is necessary to success. These include instruction in the relationships of meaning to ideas, words to meaning, symbols to words, sounds to symbols, meaning to sounds, and the regularities and irregularities that occur in the English symbolic system as it is used for communication and the formation of ideas and feelings.

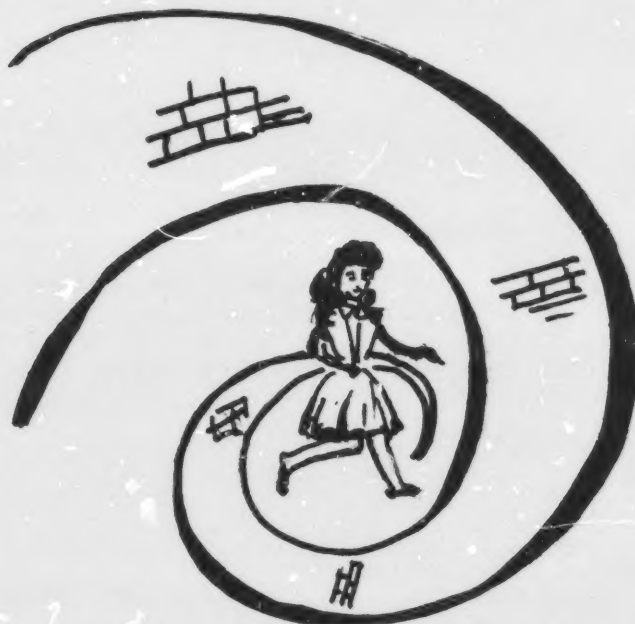
Ability to read and write is the one educational area of most societal pressure, and one area in which failure is most visible and lack of success most feared. Pressure to succeed can be so heavy that the student will go to great lengths to avoid any contact with books or written words. Listening, speaking, reading, and writing are learned by listening, speaking, reading, and writing. The child who avoids participation in any of these through lack of success will not develop a facility with language. The greatest factor in student progress may well hinge on factors of self-image, of pressures, of interest and motivation, rather than on factors intrinsic to the nature of the subject.

In this orientation to the nature of instruction in the language arts and reading, the distinction between "beginning reading," "remedial reading," "readiness," and "developmental reading" tend to blur. In the perception of a child who can't read (age 5 or 10) and has begun to learn, it is "beginning" not "remedial" reading. "Remedial" reading implies that the original mode of instruction was the correct, or only possible mode, and that the student has somehow missed part or all of the instruction. If an upper grade student has not learned through the methods and materials used in earlier grades, more of the same "remedial" is apt to result in more of the same failure. The problem may be better approached through a change in the approach to instruction. The object is to not fit the student to the program of instruction, but to fit the program of instruction to the student.

Reading involves so many complex factors it is difficult to point to some and say "readiness" is here. To categorize a child as ready or not ready to learn to read, ignores many other important questions because it focuses only on the child. Another variable of at least equal importance are the kinds of instruction that are made ready for the child (see appendix). Preventing failure for all students at the earliest levels should be given emphasis. If a failure syndrome is allowed to develop, the problems of instruction are compounded.

In spite of historical and continuing debate there is no "one best way" to teach reading or writing. No panacea for instant success. The processes are too complex, too much a part of all that we are and do, for simplistic instructional answers. This handbook is designed to show some of the options open to a teacher of reading and language as the classroom climate is set for learning success, as student needs are assessed, methods and materials are chosen, and efficient use of time is organized.

GOALS AND OBJECTIVES:



Where Are We Going?

1. The California Curriculum Development and Supplemental Materials Commission has developed, and the State Board of Education has adopted, two Frameworks in the language arts subject areas, delineating the subject area and stating the philosophy, goals, and objectives of the State of California. These Frameworks are available to all schools, and may be requested from the district office.

- a. The *English Language Framework for California Public Schools, K-12*, (1968) states in part:

The chief aims of the school program in English are, to develop in all children who graduate from the twelfth grade . . . competence in listening, speaking, reading, and writing English and as much appreciation and understanding as possible of the literature of America, England, and the world.

Every child has the right to an English program throughout the school years that affords inter-related study of language, literature, and composition in such a way that he realizes as fully as possible his potentialities as a user of the language and as a reader of and listener to literature.

- b. The *Framework in Reading for the Elementary and Secondary Schools of California* (1973) states in part:

All students in California public schools have the right to reading instruction that provides

- . . . The experiences that will enable individuals to learn to read at the highest level possible for them
- . . . the experiences that will develop in them a life-long appreciation and interest in reading
- . . . friendly, understanding, competent teachers

... experiences built upon individual learning strengths; regardless of grade placement, age, achievement level, intellectual potential, interests and aptitudes, sex, social maturity, or ethnic, cultural, or racial background

... a variety of learning resources to meet their divergent needs

All students through their experience in the reading program in California public schools should develop

... the ability to decode and comprehend written material at a level that will enable them to function as productive members of society

... reading abilities, tastes, and interests that will enable them to discover personal satisfaction in reading and a better understanding of themselves and others

... an imagination that is broadened beyond the confines of the student's world by exploring literature

... the ability to question, to reason, and then to act creatively both independently and as members of groups

... an understanding of how to use reading as a medium for learning in a variety of human endeavors and how to integrate reading with other means of learning

... a positive attitude and commitment toward lifelong learning

2. *The Mt. Diablo Unified School District's Goals* state in part:

We believe that education has two functions:

- (1) responsibility to the individual, and
- (2) responsibility to society.

We believe that responsibility to the individual may best be realized when the educational program provides for:

mastery of the basic skills in communication . . . ;

We believe that the responsibility to the individual and to society can best be met when these experiences:

are adjusted in degree and scope to the intellectual, emotional, and physical capacities of the student in order to develop his potential to the fullest.

3. *The District Language Arts Committee* made a survey of goals for *reading* instruction during the 1970-71 school year, and for *language* instruction during the 1972-73 school year. As a result of those surveys, the goals with the highest priority were shown to be:

a. For *reading* instruction:

- (1) There are several ways to teach reading well. A good teacher provides for her students' needs with her own variations, no matter what the program, method, or material.
- (2) Teachers should meet the need of each child, even if it means teaching each child to read by a different method, from a different book, or no book.
- (3) Reading is primarily an intellectual skill that is inseparable from total language development, including speaking, writing, and listening.
- (4) A student who likes to read and reads a great deal will progress faster in ability to read than a reluctant student in a concentrated skills program.

b. For language instruction:

- (1) Teachers should read aloud to students as an aid to developing an appreciation of the beauty of language.
- (2) A higher ratio of student-talk to teacher-talk encourages student oral language facility.
- (3) A variety of media, readily available, is more important than a textbook in teaching the language arts.
- (4) Communication is the major reason for putting something in writing.
- (5) Handwriting is subject to such individual style that major emphasis of instruction should be legibility.
- (6) Facility with oral language is vital to facility with written language.

4. In the implementation of the Mt. Diablo Guidelines for Evaluation of Certificated Personnel, the following language arts areas of expected student progress have been enumerated. Though they are not exclusive nor necessarily sequential, these serve as a basis for program objectives at a school level.

a. Growth should be noted in each grade, K-6, in the following *receptive language competencies*.

(1) **Listening** - A tuned ear is essential to the development of all the language arts.

- a) Students should have the opportunity to hear and respond to oral literature selections.
- b) Students should have the opportunity to hear their own and other voices.
- c) Students should have the opportunity to hear and recognize a diversity of language patterns.
- d) Students should be able to respond to simple oral directions.
- e) Students should be able to identify issues of fact or emotion from an oral presentation.



Listening

(2) **Reading** - Reading is indispensable to acquisition and dissemination of information, as well as to enriched use of leisure time.

- a) A student should want to learn to read, like to be read to, like to read, and spend time reading.
- b) A student should be able to anticipate context, organize ideas, find main ideas, follow plot sequence, summarize, and abstract.
- c) Students should be able to attack unknown words based on:
 - 1) sound-symbol relationships
 - 2) word structure
 - 3) context
- d) Students should grow in the ability to automate the mechanics involved in reading to increase rate of decoding and of comprehension.
- e) Students should select the reading materials for purposes other than the need for reading skill development.
- f) Students should show progress in both quantity and quality of self-selected reading materials.
- g) Students should have the opportunity to explore and respond to both literature (affective) and expository (cognitive) material.



Reading

b. Growth should be noted in each grade, K-6, in the following *expressive language competencies*:

(1) **Speaking** - A facility with oral language is essential to the development of all the communications skills.



Speaking

- a) Students should often and regularly have the opportunity to speak and be listened to.
- b) Students should grow in ability to compose and communicate ideas orally in logical and/or persuasive styles.
- c) Students should develop an interest in and facility with the effective use of words, phrases, and connected discourse.
- d) Students should have opportunities to develop dialogue, to judge when to speak and when to listen for effective communication.
- e) Students should be able to use various forms and patterns of language and be able to recognize when each is most appropriate.

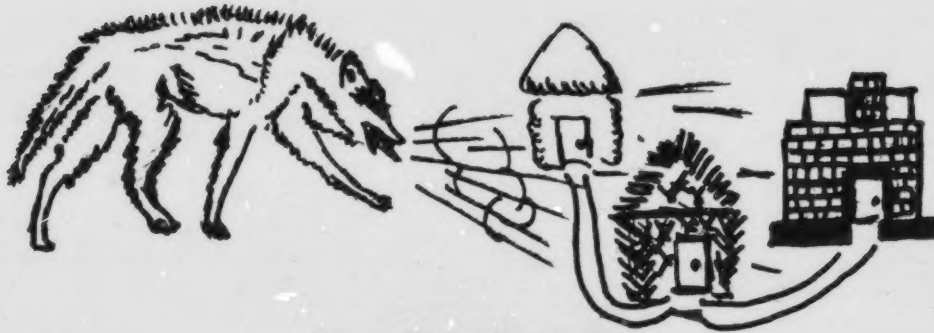
(2) **Writing** - The ability to write correctly and effectively is an essential component of literacy.



Writing

- a) Students should have opportunities to write often as the chief aid to developing facility with this mode of communication.
- b) Students should be able to state the purposes for writing and the message to be encoded.
- c) Students should spell words correctly as needed.
- d) Handwriting, manuscript or cursive, should be legible.
- e) Within the framework of their own cultural and linguistic backgrounds and experiences, students should be able to use appropriate grammatical forms for an identified audience.
- f) Punctuation and capitalization (mechanics) should be used to communicate intended meaning to the reader.
- g) Composition (prevision) and proof reading skills (revision) should be developed and refined.
- h) Students should be able to share an experience, state an idea, create a mood or relate information in written form.
- i) Students should continually gain a facility with selection of words, phrases, sentences, and connected discourse.

EVALUATION, DIAGNOSIS, AND ASSESSMENT OF PROGRAM



Does the Program Meet the Needs?

1. To evaluate a total program the following factors must be considered:
 - a. **Assessment of Student Needs** (Wheel No. 1)
Has an assessment been made of student attitudes, interests, and abilities?
 - b. **Teaching Techniques and Methods** (Wheel No. 2)
Have a variety of teaching techniques and methods been considered and made available to students according to learning variables?
 - c. **Choice of Materials** (Wheel No. 3)
Has a wide variety of materials in all kinds of media been incorporated into the program to meet differing learning modalities?
 - d. **Organizing for Instruction** (Wheel No. 4)
Have varied organizational patterns been considered for flexibility in meeting the needs of individual students and teachers?
Are opportunities included for both small and large group work and individual study?
2. The program should be diagnosed as a possible source of student failure in learning to read and write before attempting to diagnose and prescribe deficits for an individual student.
 - a. Are varieties of approaches provided to meet individual learning strategies?
 - b. Is the story content worth reading?
 - c. Is writing done for a relevant purpose?
 - d. Are the questions asked of students worth answering?
 - e. Is the program appropriate for answering student questions?
 - f. Has a learning environment been established?

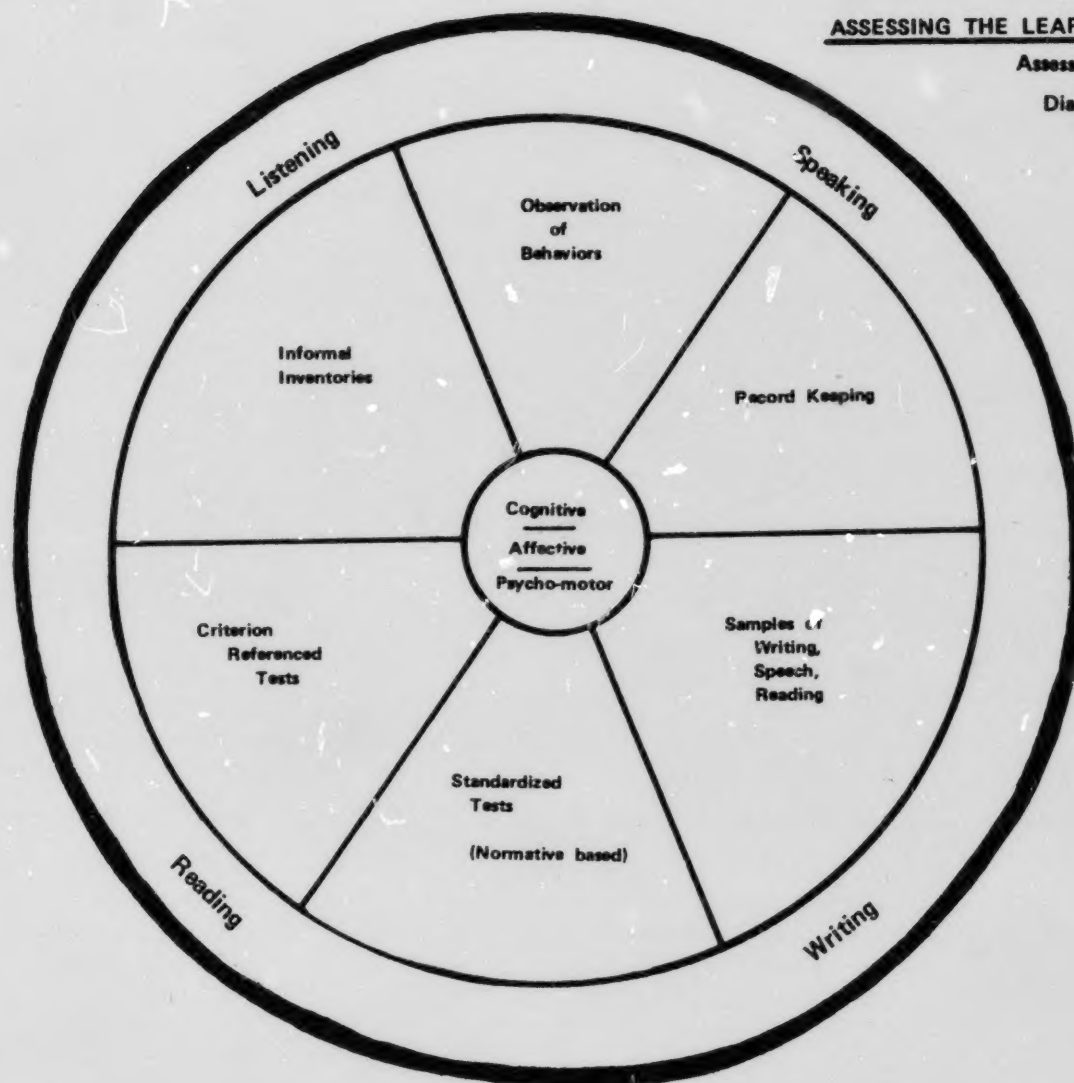
3. Program assessment should include input from those persons most involved, the teachers and students.
 - a. Has the video tape been used for self-recording of a teaching/learning situation?
 - b. Have the students (and/or their parents) been consulted to determine their feelings of the worth and effectiveness of the program for that student?
 - c. Have students (and/or their parents) been involved in setting and assessing objectives? Are students aware of the objectives?
 - d. Have the District Guidelines for Evaluation of Certificated Personnel been consulted in relation to evaluating program?

WHEEL NO. 1

ASSESSING THE LEARNER:

Assessment/

Diagnosis



CHAPTER II

WHEEL NO. 1 - ASSESSING THE LEARNER

ASSESSMENT/DIAGNOSIS

OVERVIEW

The goal of assessment is to provide clues about each student that will help the teacher plan an effective program for individual instruction. The emphasis in this section, as shown on the diagram to the left, will concern itself with the learner's cognitive, affective, and psychomotor characteristics, shown in the hub of the wheel, as they relate to the reading and language areas listed on the rim of the wheel.

Any well-balanced program should begin with the student's needs, cultural heritage, language, level of development, modes of learning, and the strengths and weaknesses of that student as best they can be assessed. In planning an approach to instruction in the language arts, consideration should be given to the learner's interaction with the environment of people, things, and ideas as necessary to give meaning to that which is spoken, read, listened to, or written.

It must be remembered that language is like a rope woven of many strands, the strength of each adding to the strength of the whole. It is necessary to differentiate the various component strands in order to develop them carefully so they are strong enough to hold the weight of a child's trust as they are woven together. Elements that are weak or missing must be identified so the child may be helped to develop the needed strands. While attention may be focused, therefore, on certain essential elements at any particular time, that emphasis does not imply that other facets of the learning process can be neglected or regarded as less valuable.

If it is the teacher's responsibility to choose the best methods and materials available to meet individual needs and capitalize on individual strengths, ways of knowing what these needs and strengths are must be developed. The teacher must be alert to the changing needs of students and maintain a constant attitude of diagnosis and assessment of each student's actual performance. Regardless of the organizational pattern followed or the particular program used, the instructional emphasis must be determined by the specific needs of each child. As teachers become increasingly skilled at recognizing the essential elements of the reading process and diagnosing individual needs, they are able to select strategies and content best suited to developing the abilities of the student.

Since the elements of communication through the language arts include listening, speaking, reading, and writing, assessment and diagnosis will be concerned with the competencies needed for receptive language, listening and reading, and the competencies needed for expressive language, speaking and writing.

The tools of assessment will be varied and overlap in many instances. This, however, will depend upon the teaching method and materials in use by the learner. The following descriptions should help as a basis for selection, keeping two ideas in mind:

1. Positive teacher-student relationships must be given primacy in decisions regarding types of assessment used.
2. Techniques of assessment which do not isolate the language arts from the thinking processes involved in communication and which do not fragment interrelated language processes are particularly useful in obtaining an accurate assessment of pupil progress.

PARTS OF THE WHEEL - ASSESSMENT TECHNIQUES



Observation is one of the most immediate and flexible methods of assessment available to the teacher at any given time.

- a. Observation may be used to infer attitudes.
 - 1) Observe verbal and nonverbal reaction by students to literature selection read aloud.
 - 2) Observe a student's choice of activity in the language arts.
 - 3) During student performance in any of the four language arts areas, observe the nonverbal communication in operation (e.g., tenseness, hesitation, frowning, confidence, physical approach).
- b. Observation guidelines may be used to describe or judge student performance.
 - 1) As the student reads, progress in attacking unknown words might be assessed by using an informal inventory of specific word attack skills.
 - 2) Observations made while a student reads aloud may be used to assess mastery of comprehension skills at a given level or in a particular selection.
 - 3) Observations by the teacher or others may be made to assess growth in confidence and ability in speaking and listening competencies.
 - 4) Observations can be recorded, dated, and kept for reference. Only points of obvious growth or inadequacy need be noted.

Suggested Observation Guidelines

Guidelines should be used for praising positive values as well as defining areas of instructional need.

Observe child's physical orientation and mechanical skill.

Can he find a given page? a paragraph?
Does he stay on the line? skip lines?
Does the placement of book, paper or pencil seem comfortable?
Can he recognize where a story begins and ends?
Is he secure in moving from left to right as he reads or writes?

Observe child's approach to the reading or writing task.

Is he eager? reluctant? indifferent?
Is he easily discouraged? persistent?
Does he try to hide inadequacies? bluff?

Observe child's method of attacking new words.

Does he rely on pictures? context clues?

Does he have adequate phonetic skills? and use them?

Does he have any way of coping with unknown words?

Observe the extent of the child's sight vocabulary.

Does he recognize word meanings instantly? constantly?

Observe the child's apparent comprehension.

How does he respond to words and groups of words?

Do words missed represent concrete or abstract concepts?

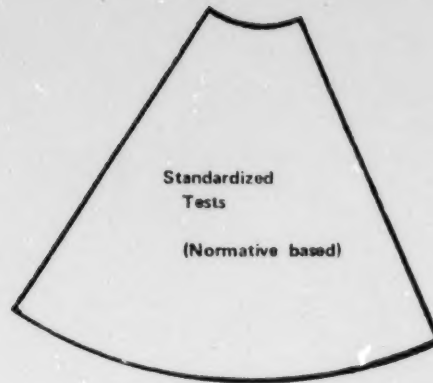
Do substituted words alter meaning?

Can he put a complete idea in writing?



Samples of student work accumulated over a period of time along with keeping individual records is an effective means of assessing performance progress or growth over time in a given area.

- a. Records of the number of books read and discussed by the student over a period of time may be used to measure growth in reading.
- b. Records of the days absent or tardy may be an indicator of attitude or degree of success attained.
- c. Taped records of group discussions and oral presentations may be used to assess progress in expressive oral language.
- d. Samples of written work retained over a period of time may be used to show growth in any of the writing skills.
- e. Participation during classroom discussions might be assessed through records kept by an observer.
- f. Anecdotal comments or records kept by the teacher may be used as evidence of progress in, for example, responding to oral literature.



Assessment is not necessarily testing, though specific objectives may be assessed in either oral or written tests.

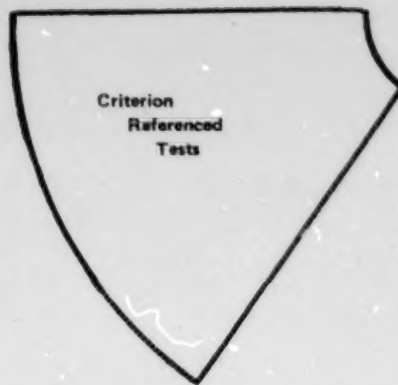
- a. Published tests that compare students with other students at that level are said to be normative based, standardized against a selected population for comparison. These are used primarily for sorting large groups of students rather than diagnosing or measuring individual growth.
- b. Teacher-made objective and essay tests may be used to assess student progress. These tests are samples of achievement toward particular teacher/student objectives.
- c. Published tests that accompany specific reading programs give useful information about student growth in that program.
- d. Other standardized, diagnostic tests in reading may be of value in assessing progress in specific skill areas.

For information regarding the availability of any of the above tests for classroom use contact the local administrator, resource teacher, reading specialist, or district testing office. District services are also available for computer scoring of any tests devised or used at local option.

- e. The State requires the following tests be given. The results of these tests are reported by school, and do not yield information about an individual student.

GRADE	TEST	DATE
1	California Reading Assessment: Entry Level	October
2 & 3	California Reading Assessment: Matrix Sampling Test	Spring
6	California Reading Assessment: California Language Arts Assessment: Matrix Sampling Test	Spring

- f. MDUSD requires an achievement battery be given at the end of the primary grades, in the spring of grade 3. These tests include reading and writing and yield individual student achievement data.



Criterion-referenced measurement indicates student performance of a specific defined task. If a student is able to meet a specified criterion, the teacher can assume a degree of competency in all of the skills required to perform that particular task. On the other hand, if a student fails to meet the criterion level, the teacher may construct less complicated tasks around each of the skills required by the criterion exercise. If the student fails some and passes others, the teacher has identified the specific areas where instruction may be needed.

An example of a criterion might be:

How well can Johnny listen to and remember a statement containing three directions?

After being given several such statements, the results may yield the conclusion that Johnny can or cannot listen to and remember a statement containing three directions a majority of the times it is presented to him.

This can help a teacher make decisions about instruction for a student in light of actual performance and reconstruct criterion to fit changing needs.

- a. A criterion test can be teacher-made to test attitude.
- b. A criterion test can be teacher-made to test interest.
- c. A criterion test can be teacher-made to test ability.
- d. Published criterion tests are available (see Sources, Diagnostic Materials).
- e. Criterion-referenced test sample items for Reading and sample items for Writing are in the envelopes in the back of this Handbook. See Appendix Packet No. 2 for Reading Criterion Items and Packet No. 4 for Writing Criterion Items.



An informal inventory may be used for student placement and also for diagnostic purposes. It can be helpful in determining the instructional level and basic skill development of an individual in the areas of writing and reading. Because this type of measuring is not based on norms, the teacher will be concerned with individual achievement and with any error or miscue patterns that may appear.

An informal reading inventory may be used to determine the instructional level using either any well-graded series of readers containing story material free from technical or specialized terms, or the set of graded selections found in the envelopes in the back of this Handbook.

- a. In order to determine *placement* in an established reading program, for example, an awareness of proficiency levels as defined by that program is necessary. By applying the following standards while a student reads aloud or silently, the teacher can determine the student's approximate reading grade level.

- 1) **The Independent Reading Level** is the level at which a student can read independently with ease and complete understanding. This is the level at which extensive supplementary reading and unsupervised library reading for pure enjoyment or for information should be provided.

Comprehension (based on both thought and fact questions) - complete understanding.

Vocabulary - pupil is able to recognize all words.

Oral reading - natural, rhythmical, well phrased.

Tensions - none.

- 2) **The Instructional Reading Level** is the highest level at which the pupil is able to read with success under the teacher's guidance. It is the level at which the teacher begins purposeful teacher-directed reading.

Comprehension (based on both thought and fact questions) - good understanding, at least 75% or more.

Vocabulary - pupil is able to pronounce most words, 90% or more.

Oral reading - natural, rhythmical, well phrased.

Tensions - none.

- 3) **The Frustration Level** is the level at which the child bogs down because he is unable to comprehend what he is trying to read. The teacher makes no use of this level, but should know that such a level exists and that no child can succeed at this level.

Comprehension (based on both thought and fact questions) - poor understanding, less than 75%.

Vocabulary - student fails to pronounce many words, fewer than 90%.

Oral reading - jerky, unnatural, many substitutions, omissions, and repetitions.

Tensions - finger pointing, frowning, erratic body movements, faulty breath control.

- b. For the purpose of assessing *reading skill development*, material near the student's instructional level may be used and the following factors considered:

- 1) Select passages at which the student may start to read with confidence.
- 2) If the student makes a mistake while reading and then goes back and corrects it, it should not be considered an error, but an effective use of context clues.
- 3) As the student reads, record any errors as simply and unobtrusively as possible, and then look at the record to determine error pattern in word attack skills, word recognition, syntax clues, or semantic clues.
- 4) When the student has finished reading any one selection, ask two or three significant fact questions and a thought question to check comprehension.

- c. In order to assess level of ability or *skill development in writing* an inventory scale may be built by collecting writing samples from students at several grade levels. Using a rating hierarchy scale based on the judgement of those samples by several teachers, students and teachers may compare student growth in writing ability.

Such a collection of samples, rated, is enclosed in an envelope in the back of this Handbook.

Points to be considered in judging student writing may include teaching objectives ranging from the mechanics of handwriting, spelling, punctuation, capitalization and word choice, to the presentation of the idea including composition, organization, precision of word usage, sentence structure, creativity, depth of topic exploration and impact on the reader.

- d. Published inventories in use include:

1) Inventory of Developmental Tasks.

At the kindergarten level, this inventory is an aid to assessing student needs at the beginning instructional levels, especially the areas of visual and aural skills.

2) Reading Miscue Inventory (see Sources, Diagnostic Materials)

The major purpose of the *Reading Miscue Inventory* is to analyze the oral reading of individual students in order to plan a specific reading program for each. Such analysis gives a teacher a great deal of specific information about the student's reading ability. Not only does the RMI allow the teacher to see the problems a reader has; it also gives the teacher insight into the reader's strengths. The teacher is then able to plan programs which build upon strengths instead of focusing on the elimination of weaknesses.

- e. There are two examples of inventories in the Appendix. See packet No. 1 for a reading inventory and packet No. 3 for a writing inventory.

PERSPECTIVE

In discussing the use of any one assessment device, a caution should be noted. The child is a total person operating from a holistic point of reference. Assessment, by its nature, looks at specific areas in order to define need and prescribe program. It is well to always keep in mind that whatever assessment tool is used, it is only a measure of one element and the results need to be viewed with perspective in relation to the total child.

Though a test may be given to diagnose, place, sort, or judge task ability, the ultimate test is simply:

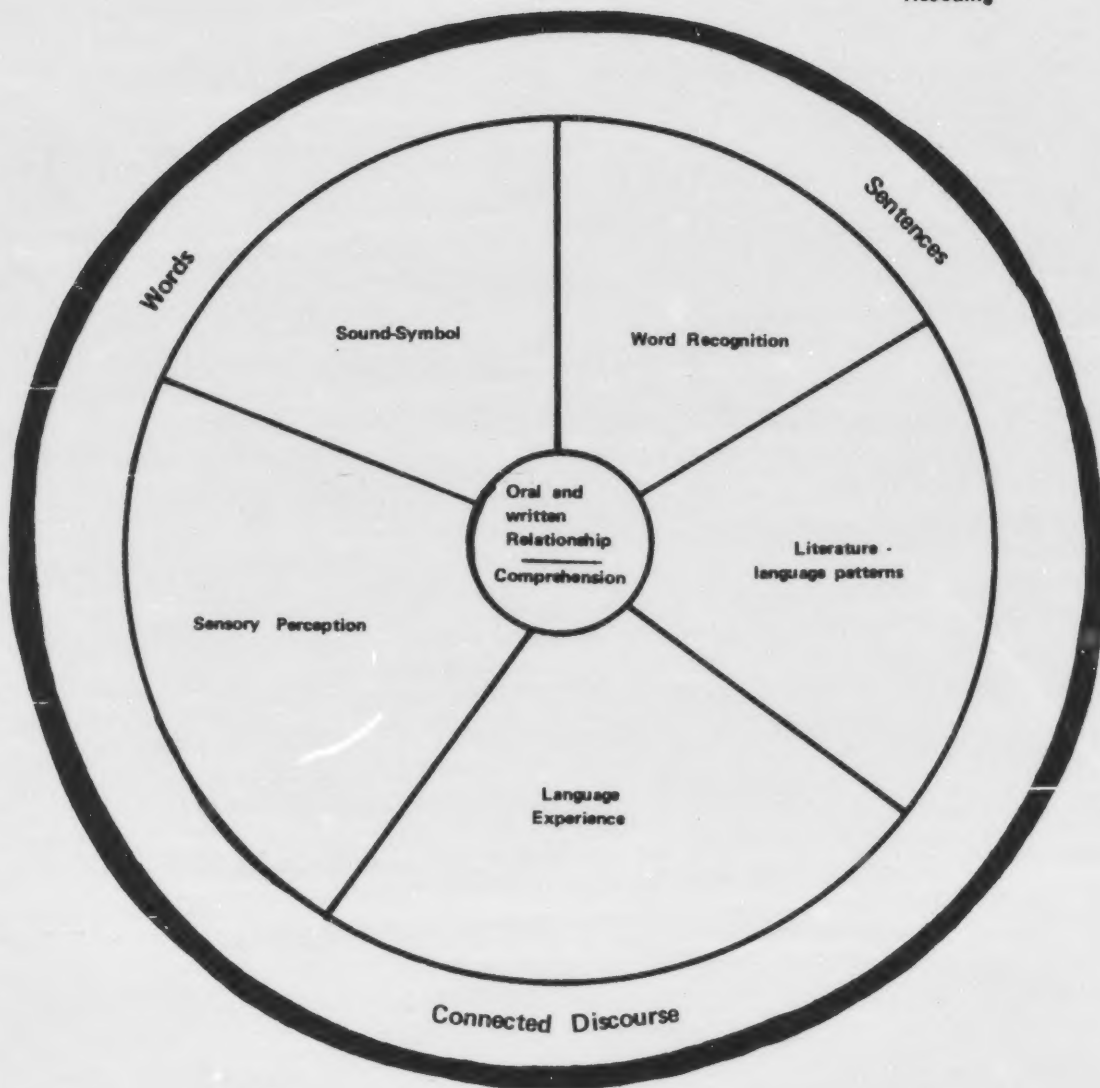
Can they read?
Do they read?

Can they write?
Do they write?

WHEEL NO. 2

TEACHING TECHNIQUES - METHODS :

Decoding,
Encoding,
Recoding



CHAPTER III

WHEEL NO. 2 - TEACHING TECHNIQUES--METHODS

A well-balanced language arts program will contain opportunities for students to learn through several or all of the methods and combinations listed on the wheel, opposite. For some children and at some stages in learning to read, emphasis may be placed on one or another, but none should be neglected. It is essential that from the beginning the learner must understand the relationship between oral and written language, that he can hear what is written on the page, and conversely, that the writing can speak to him. This is shown as the hub of the wheel.

The rim of the wheel shows words, sentences and connected discourse, the elements of language to be encoded, decoded, and recoded through reading, writing, speaking, and listening, and the thought processes that are intrinsically bound to all four processes.

BEGINNING INSTRUCTION

For analysis, language can be separated into phrases, words, and sounds; but then it is not language, any more than a table is a table when it is separated into its component parts. To be language it must make sense. Logically, instruction may proceed from sounds to words to sentences to stories, but psychologically language must begin with the whole. Some students need an approach that is presented in a logical, step-by-step manner. Some would find isolated bits of words totally incomprehensible and, hence, confusing. Most students do better when both directions are included in the instruction, from the meaning of the whole idea to its subparts of words and sounds, and from sound-symbol relationships to the holistic meaning. There is no one hierarchy of skills that can be identified as a logical step-by-step developmental approach to either reading or writing instruction for all students. Skills are learned through various ways and in an order determined by the student's needs as a foundation of skills is constructed upon which language learning proceeds.

Reading is but one of the language processes. Oral language (speaking and listening) is primary to reading and writing. Speaking and writing represent the transmitting processes (encoding), while listening and reading are termed receptive (decoding). Language is composed of three systems operating simultaneously: symbolic (letter and sound), syntactic (grammar or order) and semantic (meaning). The written symbol is the only aspect of reading and writing not shared by oral language. This still results in the processes having more in common than not, so control over oral language can be used as the base for the related processes, resulting in a natural acquisition of language competence.

With this philosophy, reading is not a totally new phenomenon in the life of the young child. It is merely an extension of the skill of language. The child samples and predicts to receive a message from the symbols presented. The same sense of order (grammar) and the same demand for meaning (semantics) must be brought to the task as when listening to oral language. Mastery of the sound-related symbols is done in a context where the learner can employ all three systems, only one of which is new, the graphic symbols.

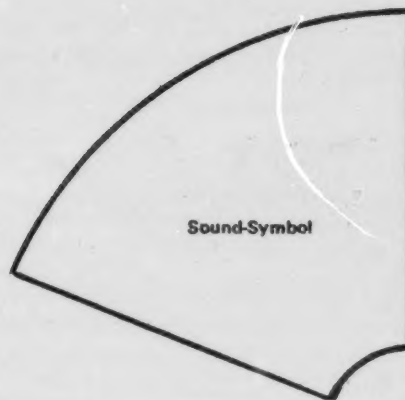
Which Method?

Each of the methods below is based on a particular philosophy. The question is not which method is best, but by which method or combination of methods does a particular student learn best.

For a student having problems with encoding and decoding, a concentrated form of the same instruction may not succeed as well as would changing the methodology or technique to one where success is more likely. Knowing the various methods or techniques available should open up options for teachers in their task of instructing all children to read and write with proficiency.

PARTS OF THE WHEEL - METHODS AND TECHNIQUES

Beginning methods may be divided into at least five basic patterns, representing basic philosophies. No one method should be used to the exclusion of the others; but for purposes of definition and clarity, they will be listed separately.



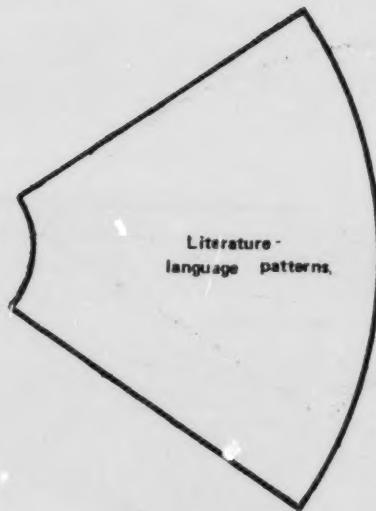
In both commonly used terms, phonics and linguistics, the emphasis on sound-letter (phoneme-grapheme) association is thought of in the analysis of words new to the student. The approach called phonics is built on the partial misconception that letters have sounds that must be learned before those sounds can be constructed into words. More recent studies in linguistics have shown that written language is but an approximation of spoken language, that sound has primacy and that sounds may be represented in several written ways. This approach first refers to sound (phoneme) before listing the symbol or symbols (grapheme) that can be used to represent that sound. Children speak the sounds, they need to be shown the letters which symbolize those sounds. In either case, teaching the relationship of symbol (letter) and sound is vital if the reader is to learn skills enabling him to unlock or decode unknown words.

The English language does not have a consistency in sound-symbol relationships. For example, in the three simple words: *gone*, *come*, and *home*, the pattern of symbols is consistent, but the pronunciation is quite different. In words, such as *pear* and *pair*, or *know* and *no*, the sounds are consistent, but the symbols vary. The sound-symbol inconsistencies complicate an orderly instructional progression based upon sound-symbol relationships. Most beginning phonetic or linguistic programs utilize the regularity that does exist (*cat*, *fat*, *hat*, *sat*, etc.) and treat the irregular words as "sight" words. Students using this method exclusively may find early difficulty with blending sounds and difficulty in finding semantic meaning.

Attempts have been made to change the alphabetic symbols either in form or color to gain regularity so that the same symbol always represents the same sound. In these systems, represented by *i/t/a*, Words in Color, Open Court, and others, decoding and encoding usually proceeds rapidly, up to a point where sound-symbol relationships are no longer sufficient for developing literacy.



Eventually words must be recognized or assumed instantaneously by proficient readers. Beginning reading students can and do learn whole words through memory using pictorial, context, configuration, and structural clues. This method is rapid and efficient for those students who find memorizing easy, and leads to early success. If no other word-attack skills are introduced, however, the number of words needed for effective reading and writing soon taxes the memory. Students learning by this method exclusively would be handicapped in learning unknown words later and in learning to spell; so this method is usually used in conjunction with others. Most basal readers and spellers have traditionally begun their instructional pattern in this way, by presenting a limited vocabulary first (the new words) for students to "learn." The newer materials introduce other methodologies in conjunction with this traditional method, though the order and time of presentation varies widely.



Repetition, rhyming, and sing-song language patterns are frequent in this method of beginning instruction. Stories students can repeat or patterns so repetitious that the words and sentences can be anticipated and voiced even before they are seen in print, have value by familiarizing the student with the printed word in the context of an idea. Students then begin to put sound and sight together as they see in print stories they have already begun to be comfortable with orally. The reading of literature can be more than an end to the reading or language program; it can as well be a means to an end. From preschool and continuing through the school years, students should first hear and then begin to read folktales, fanciful tales, nursery rhymes, and literature representing the other genres.

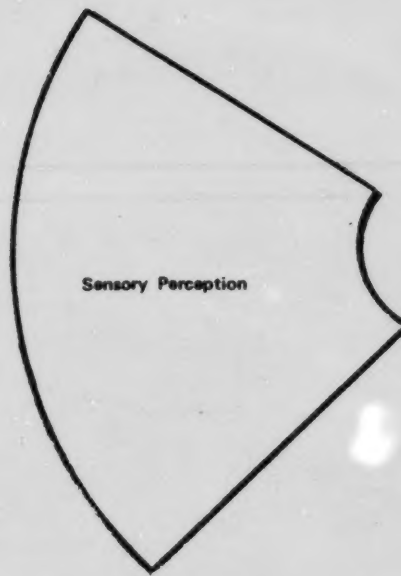
A selection of literature can be used to strengthen beginning reading, writing, and listening; but literature does not lend itself to practice exercises in word-attack methods usually thought of in proceeding from the parts of words to the whole. In literature, such practice may affect adversely the imaginative and affective domains. Literature should not be cut into bits and pieces as a way of developing word analysis skills, but literature can be a powerful ally of such a reading program by lending purpose, motivation, and reason for learning to read. The more cognitive area of expository writing, as opposed to literary style, may also lend itself better to the "who, what, where, and why" kinds of analysis used to teach comprehension at the beginning reading levels.

Materials with this primary technique include the Bill Martin, Jr. materials, *Sounds of Language* and *Instant Readers*. Library materials, nursery rhymes, choral reading, fairy tales, and Dr. Seuss type books are generally used to follow this method, as does the use of listening posts (records and accompanying text or filmstrip). Used as a technique for teaching writing, literature serves as a model for student writing. Student written books of prose or poetry are then shared with other students.



The language experience centers on using the language the student brings to school as the language to be encoded and decoded. It capitalizes on learning through the ear the symbolization of the student's own language, the one brought to school. What the student hears and speaks, already comfortable patterns, are those that can be translated from the symbolic form most easily. The written material used with this technique obviously is not, nor cannot be, codified in published materials but must be written by the teacher or student from what the student is saying and in the way it is spoken. This may be of particular advantage for students who speak and hear language variations not found in published material. If the written text varies much from the home language, students must first have an abundance of oral language experience in the language they are to meet on the printed page. The relationship between oral and written forms must be built if the child is to meet success.

Printing the student's own language may help him realize that he, and what he speaks, is valued, enhancing self-concept in at least two ways. His ideas are given importance, and by repeating what was dictated, he can learn to read. This encourages further language development and a desire to work with the coding system to learn to communicate his own thoughts in written form, as well. Other techniques and methods are usually then built on this basic home language structure.



Activities designed to develop and strengthen perception may be crucial for some learners at the beginning levels of language instruction. The basic academic skills required in the process of learning are themselves based on more fundamental factors--the five sensory channels: feeling, hearing, tasting, smelling, and seeing. If these senses are underdeveloped, unused, or lacking, the child's learning may lag.

Most methods and materials have been designed for instruction through the oral-aural mode, though methods have been developed for learners who learn most easily through the tactile mode. Materials and techniques of instruction which present reading in a three-dimensional mode rather than the usual paper-and-print mode are effectively used for children who learn better this way. The use of drama may also capitalize on tuning the senses to the process of learning to read. The use of the typewriter, which brings kinesthesia into the learning process, is effective for some pupils. Tracing activities and the use of sandpaper letters or felt shapes have been effective instructional tools. Body awareness and movement may also be an important feature for some children. Left to right laterality and directionality may need special development.

Most children bring to school a fairly well-developed perceptual awareness; for those who do not, this can be a valuable part of the instructional program.

BEGINNING INSTRUCTION vs LATER INSTRUCTION

At the beginning levels of reading instruction, the methods may center on instructional goals and objectives that are quite different from the goals and objectives that should be operative once the student has passed the first steps and can identify words independently. Indeed, once this point is reached, further work on bit-by-bit decoding may be viewed by the student as unnecessary work. At that point, development of reading ability centers on internalizing the skills learned so that word recognition and comprehension are instantaneous as the reader's eyes swiftly encompass a page of print. The mature reader goes beyond getting the simple meaning from the page. He also develops the ability to evaluate what is read and to anticipate ideas coming ahead on the page. This instantaneous grasp of written ideas or the smooth flow of developing ideas in writing, takes time to attain.

The process in beginning reading is not just a slower version of mature reading. The difference may be compared to the difference between learning to drive and driving on the freeway. Both the beginner and the driver have much to learn, but it is of a different order. One who is at the beginning stages must focus his attention within the car itself--on the gearshift, the brake, the accelerator, the steering wheel, the key, etc. It is not until the driver gets the car rolling smoothly out of his driveway that he raises his eyes to the world outside of the car and begins to synchronize and internalize these mechanical concerns and learn depth perception, timing, flexibility of speed and acceleration, rules of the road, and how to get where he needs to go. Both require learning, but of a different order.

The same may be said of the beginning learner of reading and writing. He needs to know the internal mechanics of language in print; how to decode words, to attack unknown words, to spell, and to comprehend structure, but he also needs to know how to internalize these skills if he is going to be literate. He needs to decode a printed page without being conscious of the process as his eyes dart across and down a page, since his purposes then are focused on the larger reasons for reading. There is no substitute for time spent reading books to the development of effective reading, just as there is no substitute for behind-the-wheel experience in driver training.

The age at which a reader gradually shifts from the interior mechanics with emphasis on word attack and comprehension skills to the mature stages of reading may vary widely; but for most children, this shift should be a part of the process through the early grades at school, and command emphasis in instruction at the later grades.

CONTENT

Through any method or technique of teaching, *content*, the message to be encoded, decoded, or recoded, should be an important consideration. Students do not read reading, write writing, or speak speaking. The message should be inherently motivational if learning is to proceed. Content of literature, for example, reflects the attitudes and mores of a society. Content of expository writing carries knowledge available to all who read. It is of paramount importance that those assuming the responsibility for selecting materials are ever alert to materials that perpetuate stereotyped ideas in the minds of one segment of the population while doing damage to and alienating others.

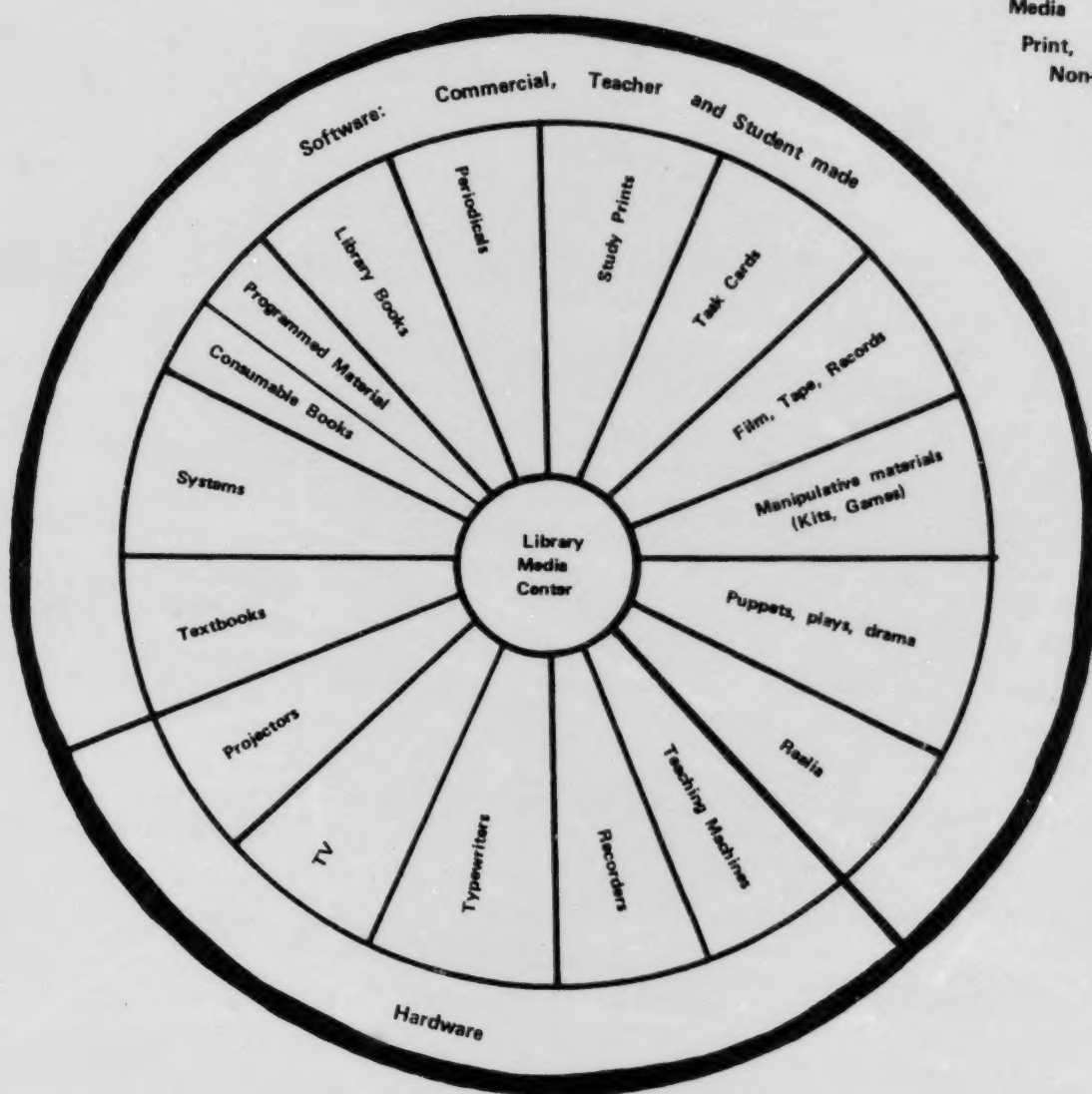
TIME

In all methodology, the allocation of time is probably the most important technique. Time must be allotted for students to read and write and time must be allotted for skills to be practiced and reinforced in meaningful content. Students who grow most rapidly in vocabulary acquisition, in comprehension, and in ability to use language with facility are those who spend time reading, writing, speaking, and listening. Language in its broadest sense is a day-long activity in school.

WHEEL NO. 3

CHOOSING MATERIALS

Media
Print,
Non-print



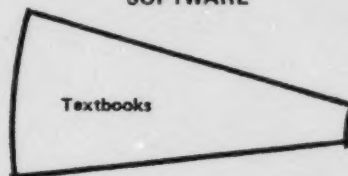
CHAPTER IV

WHEEL NO. 3 - CHOOSING MATERIALS

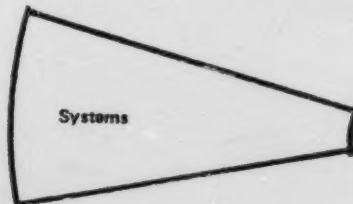
To teach reading, writing, speaking, and listening skills effectively, it is necessary to provide a wide variety of instructional materials to meet the divergence in learning patterns. *The Library Media Center* represents the core of a multiplicity of materials required for a well-balanced program.

A vast choice of media enhances language instruction. No longer are instructional programs necessarily centered around the "book," though the book still may make up a large part of instruction. The teacher must know how to select the materials best suited and available for the purpose and the person in mind, whether it is centered around the hardware, machine-related media, or software which includes print and nonprint teacher materials -- commercial, teacher, and/or student made. Materials below are listed within these basic categories:

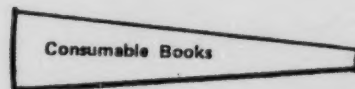
SOFTWARE



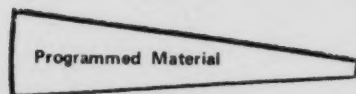
Textbooks are designed to do an instructional job according to the philosophy of the authors. A teacher may follow the plan in the teacher's manual, usually supplementing it with other plans as need arises. Accompanying workbooks and other ancillary materials may be provided to direct student thinking for particular purposes. Basal texts usually attempt to incorporate most of the identified "methods," with emphasis on one or more, and are built around a scope and sequence designed for school year instruction.



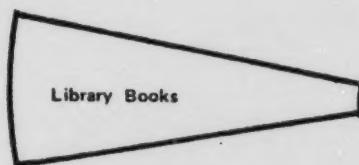
A system is a published program consisting of separately bound or different components. Usually all pieces are necessary to produce the results intended by the producer. A system may consist of a tape, film, game, consumable book, textbook, and teacher's manual, each contributing to the achievement of a particular objective. A program designed by a teacher with many components may also be referred to as a system for accomplishing an objective.



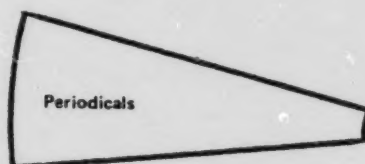
Consumable books are planned for the use of a limited number of students. Workbooks are consumable books designed to be written in, cut up, or otherwise consumed by the user. Their advantage is in directing specific, limited, skill activity.



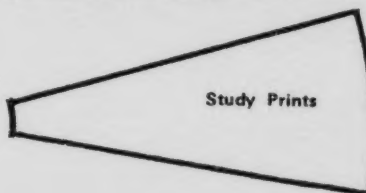
Programmed materials are, by definition, highly structured and sequenced for specific objectives. Each item presented is designed for response and immediate feedback in small and measured increments leading to the objectives established by the designer of the program. Basic skill areas of word analysis lend themselves best to this kind of presentation. Programmed materials may be presented mechanically, electronically, or in a structured workbook format.



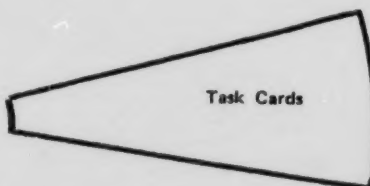
Library books are invaluable for enriching and extending student reading, as well as for basic instruction, especially in the areas of motivation and interest. Self-selection of the materials in the library gives them value in achieving instructional goals.



Pamphlets and periodicals such as newspapers and magazines can stimulate the development of motivation, comprehension skills in reading, oral discussion, or written expression. Telephone directories and mail order catalogs have been used for teaching skimming and alphabetical order.



Study prints and art prints may be used as the basis for student-developed written materials, oral language development, and group learning activities. They can be invaluable for stimulating pre-reading and reading activities.



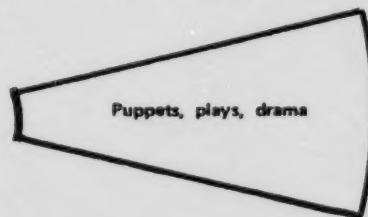
Task cards are activity-oriented lessons on individually selected cards that are designed to provide enrichment or practice on a selected topic or a directed experience. Students may select a task card to perform an experiment, write a creative story, plan a dramatic activity, or conduct a search or survey.



Film, filmstrips, tapes, and recordings can be either commercially, student, or teacher produced. Their use may be to motivate, enrich, or instruct, and can lend learning variety to the language arts program. For example, a "slide-tape" show developed by a small group of students involves planning, organizing, writing, speaking, and evaluating.



Manipulative materials provide experiences in the tactile, auditory, and visual learning modes. Kits usually include a variety of materials (puppets, listening centers, pictures, charts, records, games, etc.) to encourage and stimulate the use of the senses in language and thinking. Games are designed to teach and reinforce skills, promote discovery and inquiry, and stimulate interest.

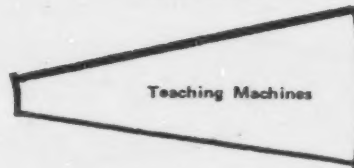


Puppets, plays, or other drama -- staged, impromptu, or otherwise -- is a basis for experimentation with language. It is a technique used to develop both direct experience with and use of oral language as a foundation for reading and written expression, including composition and creative writing.



Materials collected from the real world give experiential background to the learner for concept and language development, and motivation for reading and writing. A unique and unusual display item may encourage student questioning, group discussions, and imaginative mental explorations.

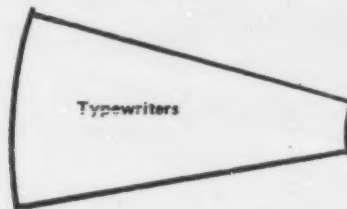
HARDWARE



An infinite variety of teaching machines and their programs are on the market. Instruction may be mechanically or electronically presented for efficiency. Most machines are designed to be used with sequenced programmed material. Tape, filmstrip, or recordings are presented in a format adaptable to student needs and equally by student direction. Language masters, the various "reading" machines, controlled readers, and computer assisted instruction are all varieties of teaching machines.



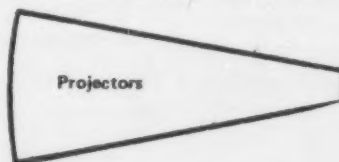
Listening skills and learning through the auditory mode are enhanced through the use of tape recorders or phonographs, whether programs are commercial, student, or teacher made. Students may plan, write, and record radio-type programs including commercials, news reports, weather reports, dramas, etc. Listening to one's own voice speaks louder than words in an instructional sense.



Typewriters are individual in approach when used by students. Its use by students encourages written expression, accuracy of form, and correct composition without concern for perfect handwriting. Typed, student-dictated experience stories may be collected into student readers.



Commercially produced T.V. programs offer readiness experiences, develop concepts through sight and sound, and contribute to verbal and visual training. Teacher-student-made T.V. programs promote self-expression and self-evaluation. Students gain poise, improve oral expression, and organizational skills by evaluating student-made, video-taped monologues, dialogues, or skits.



Projectors -- slide, filmstrip, filmloop, or moving pictures -- help extend visual experiences for individuals or groups. Highly motivating material presented through this media creates interest, develops awareness, and generally aids in generating creative writing, encouraging reading, and stimulating oral presentations.

ANNOTATED LIST OF GENERALLY AVAILABLE MATERIALS

The language arts may be taught by utilizing the resources, both book and nonbook, available in the classroom, the school, and community. The teacher is the key to organizing the development of instruction through basic goals and objectives, using all materials available, including the highly versatile and individualized resources of the Library Media Center.

On the following pages is a partial, annotated listing of the instructional materials generally available for language arts instruction in the elementary schools. They have been listed alphabetically according to their popular labels by title, author, or publisher, and no preferential order has been intended. Nor is the list intended to exclude any material. The inclusions are based on knowledge and availability only. Space has been allowed on each separate page listing for teacher comments on familiar materials, and for additions to the list.

Title: Bank Street Readers

Author: Bank Street College

Publisher: Macmillan Company

Textbooks
State Adopted, 1969

Levels

PP
P
1
2
2
3
3

Titles

In the City
Around the City
Uptown, Downtown
My City
Green Light Go
City Sidewalks
Round the Corner

The Bank Street Readers are a basal reading program with an urban setting. The approach is language experience, but the experiences represented are core city. Step-by-step development is word recognition with initial consonants presented slowly first. Many language experiences are built into the program around trips to see the city environment, streets, policemen, tall buildings, etc. For country children this may also be used as a resource book for social studies.

Satellite materials are available from the publisher.

Title: Specific Skills Series

Soft cover booklets

Author: Richard Boning

Publisher: Barnell Loft

Levels	Titles
1-6 Books A-B-C-D-E-F	Getting the Main Idea Using the Context Working With Sounds Following Directions Locating the Answer Getting the Facts Drawing Conclusions

Seven reading skills (listed above) are developed in each of 6 levels of difficulty. Lessons are complete on one or two pages with short, informational paragraphs or statements followed by questions.

Picto-Cabulary Series

Levels	Titles
Set III (Grade 5-9)	Compassionate Nurses & Accomplished Pianists Dense Forests & Majestic Mountains Gaudy Lamps & Cluttered Desks Jaunty Hats & Shabby Suits Scalloped Edges & Symmetrical Designs Twittering Birds & Thundering Herds
Set 222 (Grade 5-9)	Burly Athletes & Comely Girls Leggy Colts & Speckled Hens Scrubby Trees & Forbidding Clouds Solemn Occasions & Superb Performances Stubby Beards & Gaunt Faces Succulent Steaks & Fragrant Flowers
Grade 3-4	Words to Eat Words to Wear Words to Meet
Grade 5-9	What's in a Name? Odd Words and Expressions Words We Borrowed

Vocabulary instruction is presented through a pictorial, thematic, individualized, and related word approach with easy-to-read definitions

Level	Titles
1-6 Sets A through F	Capitalization and Punctuation

Provides for discovery of the principles of capitalization and punctuation, intensive practice, immediate application, and frequent reviews.

Title: Basic Goals in Spelling

Workbooks
State Adopted in 1968

Author: Kottmeyer, et al.

Publisher: Webster Division, McGraw-Hill Book Company

Level

1 through 6

The structural pattern of this series stresses the repetition of words having high-frequency phoneme-grapheme relationships. Word groups illustrating or representing the most common spelling of English sounds are taught and used for studying the phoneme-grapheme relationships. Later, deviations from regular patterns are included. Reinforces skills taught in reading.

Title: See Below

Textbooks

Publisher: Benefic Press

Levels	Titles
<u>Cowboy Sam Series</u>	
PP	Cowboy Sam and Dandy
P	Cowboy Sam and Miss Lily
P	Cowboy Sam
P	Cowboy Sam and Porky
1	Cowboy Sam and Flop
1	Cowboy Sam and Shorty
1	Cowboy Sam and Freddy
2	Cowboy Sam and the Fair
2	Cowboy Sam and the Rodeo
2	Cowboy Sam and Sally
3	Cowboy Sam and the Rustlers
<u>Dan Frontier Series</u>	
PP	Dan Frontier
PP	Dan Frontier and the New House
P	Dan Frontier Goes Hunting
1	Dan Frontier, Trapper
1	Dan Frontier with the Indians
2	Dan Frontier and the Wagon Train
2	Dan Frontier Scouts with the Army
3	Dan Frontier, Sheriff
3	Dan Frontier Goes Exploring
4	Dan Frontier Goes to Congress
<u>Sailor Jack Series</u>	
PP	Sailor Jack
PP	Sailor Jack and Eddy
PP	Sailor Jack and Homer Pots
P	Sailor Jack and Bluebell
P	Sailor Jack and Bluebell's Dive
P	Sailor Jack and the Jet Plane
1	Sailor Jack's New Friend
2	Sailor Jack and the Target Ship
3	Sailor Jack Goes North

These books are often used as "high interest, low vocabulary" books needed to motivate the upper grade student having problems with reading. At the time these were first published, most books at the beginning levels had story content aimed at the six year old. Many now, of course, are ageless. Each book is a different story. The emphasis is controlled vocabulary with high interest and motivation.

Title: The Linguistic Readers
(Formerly Harper & Row Linguistic Readers)

Publisher: Benzinger, Inc.

Textbooks
Pilot Program, 1972-73
Sun Terrace
Concord Elementary

Levels	Titles
Readiness Level	Fun at the Pond
Readiness Level	Hop, Skip, and Jump
PP	Frog Fun
PP	Tuggy
PP	Pepper
PP	The Risky Trip
P	Six In A Mix
1	It Happens On a Ranch
2	Sea of Magic Ink
2	Together
3	Winging Through Lights and Shadows
3	Serendipity

This basic reading program emphasizes the linguistic patterns of the language in a sound-symbol approach. Systematic word-attack skills are developed to parallel reading comprehension and thinking skills. Additional materials include duplicating masters, workbooks, and teacher's editions. The program is also available in Spanish.

Title: The Bookmark Reading Program

Publisher: Harcourt Brace Jovanovich

Textbooks
Pilot Program 1973
Westwood
Strandwood

Level	Titles
Readiness	Look, Listen, and Learn
PP	Sun Up
PP	A Happy Morning
PP	A Magic Afternoon
P	Sun and Shadow
1	Together We Go
2 ¹	A World of Surprises
2 ²	Going Places Seeing People
3 ¹	Widening Circles
3 ²	Ring Around the World
4	Goals in Reading
5	Reading to Learn
6	Reading Power

This program has three major components: The Primary Readers (stressing word-attack skills in a structured sequence); the Skills Readers (continuing to develop reading and study skills at the intermediate level); and the Literature Readers (developing appreciation for literature through varied literary selections). The beginning level combines the methodologies of word recognition and sound-symbol. Short vowel sounds are developed first.

Title: Reading Incentive Program

Kits

Publisher: Bowmar

Levels

Titles

Approximate Reading Level
is third Grade

Horses
Dune Buggies
Custom Cars
Slot Car Racing
Motorcycles
Drag Racing
Dune Buggy Racing
Teen Fair
Surfing
The Mighty Midgets
Karting: Fun on Four Wheels
Drag Racing Funny Cars

These are highly motivating multi-media reading materials. Filmstrips, books and records are designed to capture the interest of reluctant readers by depicting activities of high interest.

Title: The Monster Books

Publisher: Bowmar

Levels

For Beginning Readers

Titles

Monster Comes to the City
Monster Finds a House
Monster Cleans His House
Monster Looks For a Friend
Monster On the Bus
Monster Meets Lady Monster
Monster Goes to the Museum
Monster Goes to School
Monster At School
Monster and the Magic Umbrella
Monster Goes to the Zoo

This series is created around the child's world of imagination and written in the vocabulary and language patterns of the 5 to 8 year old. The stories attract and motivate.

Title: Building Prereading Skills - Kit A

Kit
State Adopted, 1969

Publisher: Ginn and Company

The kit contains 16 18" x 24" illustrations, 60 12" x 18" illustrations, 112 5" x 6" illustrations, and a teacher's manual.

The materials are designed to enrich and develop the skills and understandings which lead to beginning reading. It provides a systematically prepared program for developing language, thinking, and perceptual skills. The pictorial charts and the teacher's manual are adaptable to student interests and needs. Each lesson is supplemented with a list of enrichment activities.

Title: Distar Language

Kits I and II

Authors: Engleman and Bereiter

Publisher: Science Research Associates

The Distar Language Program is designed to teach children very beginning language levels in sequential steps. The program focuses on the language of instruction found in most school books, the concepts and vocabulary that children must master in order to understand what they are taught in school. The children begin by learning to identify objects and then to describe them in standard English terms. The functions of language are incorporated in this very thorough, highly structured program following the behavioristic approach.

Title: Distar Reading

Kits I and II

Author: Engleman and Bereiter

Publisher: Science Research Associates

Kit I contains a teacher's guide and four presentation books (Sounds and Reading Sounds Books A, B, and C); take-home blending sheets, sound-symbol sheets, stories, writing sheets, and workbooks.

This is a reading program designed to teach nonreaders in carefully programmed behavioristic steps, the skills necessary for translating print into oral language. It is structured for maximum pupil participation and pupil success. The children are taught to sequence actions, sounds, and symbols. Letter symbols are introduced as signals to produce sounds and children are taught to blend sounds to produce words. They learn a method of word attack that shows them how to break a word into its component parts ("say it slowly") then put it back together ("say it fast").

The materials in Kit II are a recycling book, Sounds and Reading Sounds, books D, E, F, take-home stories and questions, read the items, worksheets, and writing sheets. Distar II extends these basic decoding skills and introduces new vocabulary and longer stories, focusing attention on developing comprehension. Designed to be used with small groups, this is a self-contained program using the materials supplied in the kits.

Title: Just Beginning-to-Read and Beginning-to-Read Books

Publisher: Follett

The Follett Just-Beginning-to-Read Books are planned for the very youngest readers, those who have been learning to read for about six or eight weeks and who have a small preprimer vocabulary. The approach is through word recognition, used most effectively as additional reading material to other programs.

In the Follett Beginning-to-Read books are four levels of reading ability, starting with preschool and going to Level 3, roughly equivalent to the reading skills of a third-grader. The reading levels are indicated with dots on the jacket and spine of the book for easy reference.

Title: Elementary English

Textbooks
State Adopted, 1968

Publisher: Ginn and Company

Levels

Book Titles

1.1

Ginn Elementary English

1.2

Ginn Elementary English

2.1

Ginn Elementary English

2.2

Ginn Elementary English

According to this program, language learning should involve active participation in listening, speaking, reading, and writing. The series provides a structured plan to develop these four skills and encourages the use of student experiences, needs, and abilities. Of the four areas, oral and written activities are especially provided for. Adapting the use of student and teacher texts to student needs provides for a more flexible language program. This augments the reading program in needed new dimensions.

Title: Reading 360

System

Publisher: Ginn & Co.

Levels	Titles
1 (Primary Grades)	Learning About Sounds and Letters
2	My Sound and Word Book
3	A Duck is a Duck
4	Helicopters and Gingerbread
5	May I Come In?
6	Seven is Magic
7	The Dog Next Door and Other Stories
8	How it is Nowadays
9	With Skies and Wings
10	All Sorts of Things
11	The Sun That Warms
12	On the Edge
13	To Turn a Stone
14 (Inter. Grades)	Conflicts
	Awakenings
	Changes
	Failures
	Speculations
15	Rebels
	Questions
	Directions
	Pursuits
	Forecasts

This series of materials focuses on decoding, creativity, and literature. The program is structured to provide for flexibility in developing the following skills: decoding, vocabulary, comprehension, creativity, literary understanding and appreciation, language, study skills, sensitivity to social-moral values, and acquisition of knowledge and information. It is linguistically based on the phonemes and structural features of language and uses colorful illustrations for visual experiences. Supplementary materials include student books, teacher's editions, workbooks, and recordings.

Title: (See below)

Textbooks

Publisher: Harr Wagner

Time Machine Series

Levels

Titles

PP

Leonard Visits Space

P

Leonard Visits the Ocean Floor

1

Leonard Discovers America

2

Leonard Visits Dinosaur Land

Jim Forest Series

1

Jim Forest and Ranger Don

1

Jim Forest and the Bandits

2

Jim Forest and the Mystery Hunter

2

Jim Forest and Dead Man's Peak

2

Jim Firest and the Flood

3

Jim Forest and Lone Wolf Gulch

Deep Sea Adventure Series

1

The Sea Hunt

2

Treasure Under the Sea

2

Submarine Rescue

2

The Pearl Divers

3

Frogmen in Action

4

Danger Below

4

Whale Hunt

5

Rocket Divers

Morgan Bay Mysteries

2.3

The Mystery of Morgan Castle

2.6

The Mystery of the Marble Angel

3.2

The Mystery of the Midnight Visitor

3.5

The Mystery of the Missing Marlin

3.5

The Mystery of the Musical Ghost

3.7

The Mystery of Monk's Island

3.9

The Mystery of the Marauder's Gold

4.0

The Mystery of Myrmidon's Journey

Wildlife Adventure Series

4.1

Gatie the Alligator

4.4

Sleeky the Otter

4.6

Skipper the Dolphin

4.8

Tawny the Mountain Lion

5.0

Bounder the Jackrabbit

5.1

Thor the Moose

5.3

Ruff the Wolf

5.5

Arctos the Grizzly

These series provide for high interest and low vocabulary. The adventure theme provides stimulating materials for remedial readers at grades 4-9, and are an excellent supplement to first, second, third, and fourth grade readers. These books are suitable for individualized reading programs at grades 2-6. A complete story is told in each book, though the characters in each series remain the same. Exercises are in the back of each book. The teacher's manual provides many good suggestions for related activities.

Title: Basic Readers

Textbooks
State Adopted, 1969

Publisher: Harper & Row

STRAND I

Levels	Titles
PP	Janet and Mark
PP	Outdoors and In
PP	City Days and City Ways
PP	Just For Fun
P	Around the Corner
1	Real and Make Believe
2	All Through the Year
3	From Far Away Places
4	Trade Winds
5	Cross Roads
6	Seven Seas

Strand I is a program of basic reading, grades 1-6, covering a spectrum of skills. Beginning reading is approached through a sight vocabulary. Beginning consonants are the decoding skills introduced at the preprimer and primer levels, vowels are introduced at the first reader level, and all phonic elements are presented by the second reader. Self-help features include the rebus, picture words, and picture dictionary.

At the upper grade levels, the reading material is varied, written by recognized children's authors, and designed to lead into further library reading.

The teacher's editions contain many suggested activities which should be selected judiciously with an eye to the needs of the students.

Satellite materials are available from the publisher.

STRAND II

Levels	Titles
1	From Elephants to Eskimos
2	From Fins to Feathers
3	From Bicycles to Boomerangs
4	From Codes to Captains
5	From Actors to Astronauts
6	From Coins to Kings

Strand II readers are designed to teach reading in the subject areas of social studies, science and math with self-teaching sections directed to students. The skills and vocabulary reinforce those taught in Strand I. Strand II is not developmentally required before proceeding from level to level in Strand I.

Title: New Directions in English

Publisher: Harper & Row

Textbooks
Pilot Program, 1-6
Walnut Acres, 1972-73

Levels

(Grades 1-6)
A, B, C, D, E, F

The texts stress the study of language as a human process with an oral language base. Grammar, mechanics, and usage are developed along with semantics, thinking skills, language change, and study skills. A self-contained composition program is incorporated in levels C through F. Mechanics of writing are presented in a separate chapter for handy reference.

Title: New Directions in Creativity

Duplicating Masters

Publisher: Harper & Row

Levels

(Middle Grades)

Mark 1

Mark 2

Mark 3

Three sets of bound duplicating masters are designed to develop the divergent and creative thinking abilities of middle-grade youngsters. Highly motivating activities involve fun with words, cartoon captions, making designs, comparisons, etc.

Title: Tutorial

Teacher Aide Kits

Author: Phillip Harris

Publisher: Harper & Row

Levels

Titles

Grade 1

Harper & Row Tutorial (Blue)

Grade 2

Harper & Row Tutorial (Black)

This program provides a highly structured teaching plan stressing continual review of the reading lessons presented in the Harper & Row Basic Reading texts. The materials are used in a one-to-one tutorial program, with specific oral responses to be given by the tutor in a 15-minute-per-student time limitation. The program is designed for the slow student at the beginning level in the Harper & Row Basic Reading Program and is aimed at preventing failure in that program at the earliest levels.

Each kit contains:

Comprehension and Word Analysis Book

Word Cards

Duplicated masters of record-keeping sheets

Tutor's Manual

Tutorial programs following this same pattern have been developed for most basal reader series.

Title: Basic Reading System

Author: Lyman Hunt, et al.

Publisher: Holt, Rinehart & Winston

System
Pilot Program 1973-74
Fair Oaks Elem.

Levels	Titles
K	Developing Prereading Skills
Grade 1	Level 1 About Me Level 2 Hear, See, Say! Level 3 Rhymes and Tales Level 4 Books and Games Level 5 Pets and People Level 6 Can You Imagine? Level 7 A Place for Me Level 8 A Time for Friends
Grade 2	Level 9 People Need People Level 10 The Way of the World
Grade 3	Level 11 Never Give Up! Level 12 Special Happenings
Grade 4	Level 13 Time to Wonder
Grade 5	Level 14 Freedom's Ground
Grade 6	Level 15 Riders on the Earth

This program focuses on the child's total language background and relates existing oral experiences to the forms of written English. Emphasis is placed on word meanings; literary forms and styles; and sound, word, and grammatical structure. Subject matter includes the sciences, social studies, fine arts, language, and literature.

Included in addition to the basic student texts are teacher's editions, lightscreens (accompanied by filmwords, filmpictures, and filmstories), Satellite Books (paperbacks to extend the themes of the basic texts), and Audio-Visual Kits (sound filmstrips)

Title: The Arts & Skills of English

Textbooks

Publisher: Holt, Rhinehart & Winston

Levels

1-6

The series is built on a spiraling program, stressing areas of literature, composition, and language. Within the basal text are exercises, information, and reference help. Supplementary texts entitled Daybook - Skillsbooks (for levels 3-6) contain follow-up activities in the arts and skills of English.

Title: Instant Readers

Kits of Books

Author: Bill Martin, Jr.

Publishers: Holt, Rinehart & Winston

There are three kits, each with ten individual story books at beginning levels of reading.

The thirty books provide for "instant" recognition of repetitive patterns of words and structural consistencies. Beginning students develop confidence and enthusiasm for reading through emphasis on storyline and drama. This follows the literature method of beginning instruction. It may be used also to supplement other methods and materials.

Level I	Level II	Level III
Brown Bear, Brown Bear, What Do You See?	Whistle, Mary, Whistle	Ten Little Squirrels
When It Rains, It Rains	Old Mother Middle-Muddle	My Days Are Made of Butterflies
Monday, Monday, I like Monday	City Song	The Happy Hippopotami
The Haunted House	Old Devil Wind	"Tricks or Treats?"
Up and Down the Escalator	A Spooky Story	Welcome Home, Henry
The Wizard	King of the Mountain	The Maestro Plays
Silly Goose and the Holidays	The Little Disaster	I Paint the Joy of a Flower
A Ghost Story	I'm Going to Build a Supermarket One of These Days	The Eagle Has Landed
Fire! Fire!	Tatty Mae and Catty Mae	The Turning of the Year
I Went to the Market	The Longest Journey in the World	What to Say and When to Say It

Title: Interaction

Author: James Moffett

Publisher: Houghton Mifflin

System-Kit
Pilot Program, 1973-74
Cambridge
Pleasant Hill

Levels

Grades K-3

Grades 4-6

Kit

Level 1 and Literacy Kit

Level 2

These kits offer a student-centered language arts program for teaching—speaking, listening, writing, reading, and acting out. The kits include activity cards, consumable materials, booklets, listening library, a literacy kit, games, teacher's guides, and evaluation kits. The program provides for interaction with a variety of materials and experiences, and interaction with individuals or groups in differing situations. It is a total Language Arts Program.

LEVEL 1 (Grades K-3)

NONCONSUMABLE BOOKLETS

Games (4 titles)

Pictures (4 titles)

Songs and Rhymes (5 titles)

Stories (5 titles)

Tales (5 titles)

Word Play (4 titles)

CONSUMABLE BOOKLETS

(11 titles)

ACTIVITY CARDS

(Complete Set, Photo Stories,
Cassette)

LISTENING LIBRARY CASSETTES

(22 titles)

GAMES

(8 titles)

OTHER MATERIALS

LITERACY KIT

Phonics Films

(34 films)

Games

Cassettes

Activity Cards

LEVEL 2 (Grades 4-6)

NONCONSUMABLE BOOKLETS

Animals, Sports, Adventure
(5 titles)

Facts and Ideas (6 titles)

Folk Tales (5 titles)

Here's How (4 titles)

Laughs (4 titles)

Strange Stories (3 titles)

Pictures (7 titles)

Plays (2 titles)

Puzzles (4 titles)

Song and Story (5 titles)

CONSUMABLE BOOKLETS

(4 titles)

ACTIVITY CARDS

(Complete Set, Cassette)

LISTENING LIBRARY CASSETTES

(29 titles)

GAMES

(9 titles)

OTHER MATERIALS

Title: Basic Reading

Textbooks
State Adopted, 1969

Authors: Glenn McCracken and Chas. Walcutt

Publisher: Lippincott

Levels	Titles
PP	Basic Reading A
P	Basic Reading B
1	Basic Reading C
1	Basic Reading D
2	Basic Reading E
2	Basic Reading F
3	Basic Reading G
3	Basic Reading H
4	Basic Reading I
5	Basic Reading J
6	Basic Reading K

Auxiliary materials available: filmstrips, workbooks, code books (for slower learners), phonetic picture cards, duplicating materials, reading goals (extended readers), talking teacher tapes, word recognition cards, and tests.

Basic Reading is a linguistic (sound-symbol) approach to the teaching of reading. The letter sounds are introduced in carefully ordered sequence. The preprimer begins with the short sounds of vowels then follows with high-incidence consonants. The letter sounds are taught as they occur in words, not in isolation. In the first year, the pupil learns most of the various spellings of the basic sounds of English speech. As the child moves through Basic Reading, he learns more about structure of words, descriptive characteristics of words and alterations in word forms. The upper grade program shows an increasing emphasis on literature by recognized authors.

Title: Beginnings

Kit

Publisher: Lippincott

This is a multisensory reading-language arts program designed to develop reading readiness. It combines instruction in handwriting, auditory skills, language activities, art projects, spelling, and reading through the use of consumable booklets, tapes, duplicating masters, "pop-out" cards, "start-write" slates, alphabet cards, and masks.

Title: Literature Series

Textbooks
State Adopted, 1969

Publisher: Harcourt Brace Jovanovich

Levels	Titles
4	Much Majesty
5	Wider Than the Sky
6	First Splendor

This series consists of a collection of traditional and modern literature. The intent of the program is to develop interests, provide pleasure, and expand recreational reading. Enrichment activities and a categorized library list follows each selection.

See also the Bookmark Reading Program

Title: Look, Listen, Learn

Hardware and Software System

Pilot Program 1971-73

Publisher: EDL/McGraw-Hill

Meadow Homes

This system is a total package, complete with time-controlled filmstrip projectors, filmstrips and coordinated workbooks. Through basic presentation and accompanying workbook tasks, skills are developed in visual discrimination, visual memory and word recognition. The program for beginning reading includes word attack and comprehension components.

Title: The Young American Basic Reading Program

Publisher: Lyons & Carnahan

Texts
Pilot Program, 1973-74
Hidden Valley

Levels	Titles
Readiness	ABC & Me
PP	Little Fig
PP	C.A. Zoo & Kangaroo
PP	Lost & Found
P	Magic Rings & Funny Things
1	Red Rock Ranch
2	Level 7
2 ²	Level 8
3 ¹	Level 9
3 ²	Level 10
4	Level 11
5	Level 12
6	Level 13

This is a sequentially planned program for development of skills in content relevant to children's experiences, expressed in their natural language. Questioning involves inferential and factual recall with formal and informal evaluation tools available. Skillbooks, Mastery Tests, Teacher's Manuals, Duplicator Masters, and Miscellaneous Items supplement and basic program.

Title: Composing Language

Publisher: Macmillan

System
Pilot Program, 1973
Gregory Gardens

Levels

K-6

This basal program is based on oral language development and inductive thinking. Varieties of component parts are included at each level in a variety of formats and subject areas.

Title: Reading Series

Author: Albert Harris

Publisher: Macmillan

Textbooks
State Adopted, 1969

Levels	Titles
P	Words of Wonder
1	Lands of Pleasure
2	Enchanted Gates
2	Shining Bridges
3	Better Than Gold
3	More Than Words
4	The Magic Word
5	Bold Journeys
6	Into New Worlds

This basal reading program provides for a sequential development of skills based on a word-recognition approach with word-analysis skills built on the controlled vocabulary. Self-help references and word-study instruction provide for student involvement. Story themes are built around personal relationships, conflicts, adventure, etc. Transitional books designed for between levels are available.

Title: Reading Spectrum

Kit

Publisher: Macmillan

The kit contains four copies of each booklet at each of six levels, in three different skill areas, making a total of 72 separate booklets. A pupil record book and a teacher's guide are included.

The program includes two basic elements: a spectrum of skills and a spectrum of books. The spectrum of skills includes word analysis, vocabulary development, and reading comprehension in booklets which are progressively more difficult from grade two to the junior high level. The booklets are self-directing, self-correcting, and nonconsumable.

Title: Making It Strange

Softcover Books

Author: Synetics, Inc.

Publisher: Harper & Row

Titles

Making It Strange 1
Making It Strange 2
Making It Strange 3
Making It Strange 4
Teacher's Manual for all 4

Each booklet may be used or adapted successfully at any grade level for stimulating divergent thinking, and for fun with language. "Which is sneakier, mud or midnite?"

This creative writing program uses metaphor and analogy to develop creative thinking. By using metaphors, students are better encouraged to evoke personal responses and extend their imagination. Three types of analogies are used as a basis for developing creative thought.

Title: Spell/Write

Publisher: Noble & Noble

Softcover Books
Pilot Program, 1972
Westwood
Sun Terrace

Levels

1
2
3
4
5
6
7
8

Books

Orange
Blue
Red
Dark Green
Yellow
Brown
Light Green
Purple

Instruction in writing and spelling is taught simultaneously. Word lists contain the most frequently used spelling combination stressing phoneme-grapheme correspondence. Students are guided to apply the sound and spelling combinations of the listed words to additional spelling combinations of new words.

Title: Open Court Basic Readers

Textbooks

Publisher: Open Court

Levels	Titles
1	Reading Is Fun
2	A trip Through Wonderland
2	Our Country
3	A Magic World
3	A Trip Around the World
4	What Joy Awaits You
5	But Life is Calling You
6	Awake to World's Unfolding

The Open Court Basic Reading approach primarily is one of sound-symbol. It introduces the long vowel sounds first. These are combined with the various consonants to build words and then short sentences before the short vowel sounds are introduced. Colors are used to distinguish sounds. Writing is an integral part of the program. The three main purposes of the program are:

1. To teach children to read and write independently by the end of the first grade.
2. To provide selections with literary quality and rewarding content.
3. To provide a correlated language arts program.

Auxiliary materials available: Teacher's workshop kit, pupil's anagram and response cards, pupil's consumable texts, and storybooks.

Title: Open Highways Series

Textbooks
State Adopted, 1969

Publisher: Scott Foresman

Levels	Titles
4	Open Highways 4
5	Open Highways 5
6	Open Highways 6

This is a basic developmental program designed especially for children who have had difficulty in learning to read. The series is primarily for capable but underachieving readers. The vocabulary level ranges from one to three years below the grade designated on the book cover. Interest is on grade level. The material covers a wide range of styles and formats, including: newspaper articles, comic-strip presentations, plays, and folk songs. Humor and cartoons are featured.

Workbooks and other satellite materials are available.

Title: Peabody Language Development

Kits

Publisher: American Guidance Services

Levels

1, 2, 3, and K-3

Materials in the kit include: Teacher's Manual, stimulus cards, "Story" and "I Wonder" posters, tapes, records, color chips, puppets, and teletalk.

The Peabody Language Development Kits are designed to stimulate oral language and verbal intelligence. Emphasized is reception, expression, and conceptualization. These kits are designed to be a part of the total language arts program. They may be used to supplement other language and reading activities in the primary classroom.

Title: Phoenix Readers

Authors: Marian Gartler, Marcella Benditt

Publisher: Prentice-Hall

System
Pilot Program, 1972-73
Clayton Valley Elem.
Sun Terrace Elem.

Levels	Titles
A (End of Grade 2) for Grade 4	Inside Story Down in the Dumps Learning the Ropes House Wanted Call of the Wild
B (End of Grade 3) for Grade 5	Get the Picture? Smoke Signals Help! Help! Tuned In Bumper to Bumper
C (End of Grade 3) for Grade 6	What's News Wiped Out! On the Right Track Where in the World Have You Been? Keep up the Good Work!

The texts are phonetically regular, written in an informal newspaper style, and within the speaking vocabulary of students. These "high-interest, low-vocabulary" books deal with significant modern problems and contemporary themes. They are designed to reteach basic skills, within a limited vocabulary, and with high-interest materials.

Title: Phonics We Use

Softcover Books
Kit

Publisher: Lyons & Carnahan

Levels	Titles
1	Phonics We Use, A
1	Phonics We Use, B
2	Phonics We Use, C
3	Phonics We Use, D
4	Phonics We Use, E
5	Phonics We Use, F
6	Phonics We Use, G

This is a sound-symbol skills development set in workbook format designed to supplement a word-recognition, language-experience, or other reading program. Pages are tear-out and consumable and organized around a specific skill. Teacher's editions are available.

A phonics games kit is also available for skill reinforcement.

Title: Power to Spell

Author: Hanna

Publisher: Houghton Mifflin

Softcover Books
Pilot Program, 1972
Oak Park, Woodside

Levels

1 - 6

Students are guided to see phoneme-grapheme correspondence in this new linguistic spelling approach. It is based on a sound-symbol approach with emphasis on developing awareness for consistent patterns in English spelling and for making generalizations as opposed to the memorization of word lists. Attention is given to the development of dictionary skills, proofreading skills, and learning word origins.

Title: Reading Caravan Series

Textbooks
State Adopted, 1969

Publisher: D.C. Heath and Company

Levels	Titles
1	Peppermint Fence
1	Sky Blue
2	Star Bright
3	Meadow Green

This literature series consists of anthologies designed to foster interest and to supplement information in the content fields. The literary selections are both from the classical and the contemporary. These books add variety and enrichment to a basal reading program or provide additional reading selections for individualized instruction. In the teacher's manual are lessons for teaching critical reading, making inferences, and interpreting literature.

Title: Reading Pacemakers

Kits

Publisher: Random House

Levels

Titles

3
4
5
6

Yellow
Red
Blue
Green

These are sets of 50 individual books, library bound, of varying levels of reading ability. Many titles in each kit are identical to those found in the school library. The kit, however, contains directed activities in several skill areas on cards located in the pocket of each book.

Title: Robert's English Series

Textbooks
State Adopted, 1968

Author: Paul Roberts

Publisher: Harcourt Brace Jovanovich

Levels	Titles
3	The Robert's English Series
4	The Robert's English Series
5	The Robert's English Series
6	The Robert's English Series

Robert's English is a highly structured linguistic program stressing transformational grammar, the careful study of sentence structure, sentence organization, sentence meaning, and words within sentences. The program contains units developed around a literary selection, poetry or prose, which is then analyzed in detail according to purpose.

Title: Reading Systems

Author: Ken Goodman, and others

Publisher: Scott Foresman

System
Pilot Program, 1971-73
Bancroft

This reading program considers reading a language system. The materials in the system are developed through teacher's references, teacher's manuals, teacher's annotated editions, boxes of read-aloud libraries for teachers, pupil books, studybooks, independent practice pads and masters, assessment tools, special practice books, overhead visuals, personal libraries, and manipulative aids providing for visual, oral, aural, and kinesthetic experience.

The program, begins with oral language development and word recognition. Letter-sound relationships are taught with the aid of a wide range of manipulative materials. Comprehension skills, critical reading, and study skills are developed through a text related to student interests, and through varied illustrations.

Title: Sounds of Language

Textbook Series
State Adopted, 1969

Author: Bill Martin, Jr.

Publisher: Holt, Rinehart & Winston

Levels	Titles
K	Sounds I Remember
K	Sounds of Home
1	Sounds of Numbers
1	Sounds Around the Clock
1	Sounds of a Powwow
2	Sounds of Laughter
2	Sounds After Dark
3	Sounds of the Storyteller
4	Sounds of Mystery
5	Sounds of a Young Hunter
6	Sounds of a Distant Drum
6	Sounds of a Jubilee
6	Sounds of Freedoming

The Sounds of Language series is based on the sound of the total language rather than decoding through analysis of word parts. Bill Martin feels that language is learned through the ear first, and then shaped on the tongue, with much of the meaning of a sentence in its sound, not necessarily in the sounds of the individual words. The stories are varied, imaginative, meant to be read aloud, and will bear many repetitions. The design of each page incorporates varied media and the design of the words themselves so that the meaning comes through the eye as well as the ear. This material follows a literature approach and may be used as basic reading or to supplement other approaches to reading instruction.

Title: Reading Lab

Kits

Author: Don Parker

Publisher: Science Research Associates

Levels	Titles
1	Ia
2	Ib
3	Ic
4	IIa
5	IIb
6	IIc
1-3	Word Games
4-6	Elementary Reading Lab

Each lab contains many story cards on several reading levels beginning below and reaching above the grade intended. Each lab contains:

1. Listening skills builders—the teacher reads a selection, and the children mark booklets to check comprehension.
2. Power builders—each student reads different color-coded selections. Comprehension checks are made and word-study skills are provided for in each selection. These are completed and checked independently by students.
3. Rate builders—timed practice is used to develop speed and comprehension. Each student works at his own level.
4. Student record books—each student charts his own progress as he progresses through the colors.

Title: Basic Reading Series and Comprehensive Reading Series

Textbooks

Author: Rasmussen & Goldberg

Publisher: Science Research Associates

Levels

Basic Series, Grades 1 & 2, Levels A-F

Comprehensive Series, Grades 2-6, Levels G-L

The philosophy of the SRA Basic Reading Series reflects the premise that the bulk of the English language follows regular patterns. The program begins with instruction in sound-spelling relationships. Highly controlled reading vocabulary is presented in "pattern pages," in which students can compare regular sound-symbol relationships in words. "Can Dan fan the man?" Irregular words are given special attention. Few are introduced at first. Picture cues are totally absent in the beginning to direct attention to sound-symbol decoding.

Six to ten "Satellite" booklets accompany each of the first six readers, using many of the words which have been introduced. Workbooks and other satellite materials are also available.

Title: Words and Patterns

Softcover Books
Pilot Program, 1971

Authors: Day & Lightbody

Publisher: SRA

Levels

1-6

This is a linguistically based sequential spelling program for grades 1-6. Students learn sound-letter relationships through inductive reasoning. Spelling patterns are color-coded to stress importance. Texts are semiprogrammed, self-administered, and individualized in pacing.

Title: Structural Reading

Author: Catherine Stern

Publisher: Random House

Workbooks
Pilot Program, 1972
Oak Park

Levels

Titles

1

We Learn to Listen

1

We Discover Reading

2

We Read More and More

2

Now We Read Everything

This workbook program is a systematic approach to teaching letter-sound associations with pictorial aids and color-coded vowel letters. Reading complete words is introduced early in the program. Lists of words are developed around "word families" and the sentences include repetitive patterns. Comprehension and thinking skills are encouraged through the simultaneous learning of reading, writing, and spelling. It is particularly useful for special needs and/or for general remedial help.

Supplementary materials include: key-picture cards, sound-picture cards, picture dictionary, structural reading dominoes, and vocabulary development booklets.

Title: Sullivan Programmed Reading

Workbooks

Author: Sullivan Associates

- Publishers: (1) Webster Division, McGraw-Hill Book Company
(Developmental, Grade 1 - 3)
- (2) Behavioral Research Laboratory
(Remedial, Preschool, Upper Grades) 1968

Levels	Titles
Readiness	Letters of the Alphabet, Books 1 & 2 Sounds of the Alphabet, Books 1 & 2
Series I	Programmed Readers, Books 1 - 7 21 Auxiliary Hardcover Storybooks
Series II	Programmed Readers, Books 8 - 15 21 Auxiliary Hardcover Storybooks
Series III	Programmed Readers, Books 16 - 23 21 Auxiliary Hardcover Storybooks

Sullivan programmed reading is linguistically based using a sound-symbol approach. It is sequential in the usual programmed sense; that is, each step is a small one and is built upon the step in the question immediately preceding. It begins very slowly by presenting only six letters and only one sound for each letter. New consonants are added gradually. Except for the words "yes" and "no" and "I," only the vowel sounds "a" and "i" are introduced with very few consonants until Book 3. Not until Book 6 are any but the short sounds of the vowels introduced. Pictures accompany each reading line in the beginning. The colors are clear, and humor is worked in well.

The material (both publishers) consists of conventional-sized workbooks and a programmed format with a slide on the edge of the page exposing the correct response which the student compares with his own for immediate feedback and reinforcement. Since the format is programmed, it lends itself best to individual work and has been successfully used with remedial students who need to begin again in a more highly structured sense.

Title: Systems 80

Producer: Borg Warner

Machine System
Pilot Program, 1972
Reading Specialist

Hardware: A TV-like box structure for viewing and sound.
Software Levels for: Learning Letter Names and Sounds, Kits A through D
Reading Words in Context, Kits A through H
Developing Spelling Skills, Kits A through G

This individualized, sequentially planned program material uses a picture, voice, reading combination, asking the student to push buttons on a TV-like box for immediate feedback and further instruction. Programs available consist of filmstrips and records on various skills of reading. Other subject areas such as math and foreign languages are also available.

Title: Teaching Through Art

Books and Prints

Publisher: American Book Company

Levels

A
B
C

This consists of a collection of art prints and a teacher's guide designed to stimulate language development and thinking skills through directed observation and discussion.

Title: Creative Thinking

Workbooks

Authors: Torrance and Myers

Publisher: Ginn and Company

Titles

Can You Imagine?
For Those Who Wonder
Invitations to Thinking and Doing
Invitations to Speaking and Writing Creatively
Plots, Puzzles, and Plays

The five soft-bound workbooks, accompanied by teacher's editions, were developed to encourage divergent productive thinking. The lessons were created to encourage students to see relationships, make elaborations, combine ideas and elements, explore possibilities, and encourage sensitivity and flexibility. This program emphasizes the encouragement of divergent ideas by recognizing them, accepting them, and rewarding them.

It serves as a supplement to any language or reading program and can be used with, or adapted for, many grade levels.

Title: Try Tasks

Kits
State Adopted, 1969

Publisher: Noble & Noble

In the kit are geometrically designed plastic shapes of varying sizes and patterns, upper- and lower-case letters of the alphabet, trays for placing shapes, and three workbooks accompanied by three teacher's editions.

Emphasis of this program is to provide individual manipulation of materials for developing visual-motor skills, oral language, and encouraging inquiry, explorations, and relationships. As students manipulate the materials, they become involved and can express themselves in language, in art, or in space, pattern, and sequence.

Title: Urban Reading Series

Textbooks
State Adopted, 1969

Author: Shane and others

Publisher: Laidlaw Brothers

Levels

Titles

P

Happy Days in the City

1

All Around the City

2

Good Times in the City

3

Adventures in the City

This series is composed of stories with an urban theme and a collection of folk tales. Review of reading skills is provided in a developmental way. The books have word lists correlated to other readers and are designed to be used as a supplement to other basal readers. The teacher's manual provides suggestions for additional manipulative projects and enrichment activities for stimulating thinking and doing.

Title: Language Experiences in Reading

Looseleaf Manual
and Student Workbooks

Author: Roach Van Allen

Publisher: Encyclopaedia Britannica Educational Corporation

Levels	Titles
Early Childhood	Language Experiences in Early Childhood
I	Language Experiences in Reading
II	Language Experiences in Reading
III	Language Experiences in Reading

Language Experiences in Reading consists of materials for the teacher in four looseleaf notebooks on four levels. Student workbooks for each are also available. This approach to reading instruction treats reading, writing, listening, and speaking as a unified whole. The language used is the language the student brings to school. Guidelines for the teacher in developing and extending the child's language, vocabulary, and other communications skills are a central part of the materials. The workbooks are consumable and designed to stimulate, and then leave space for, the student's own written expression. The basic framework includes extending experiences, studying the English language, and relating ideas to personal experiences.

Available in each school library, Teacher's Collection.

Title: The World of Language

Publisher: Follett Education Corporation

Textbooks

Pilot Program, 1971-72
Mt. Diablo Elem., Ayers

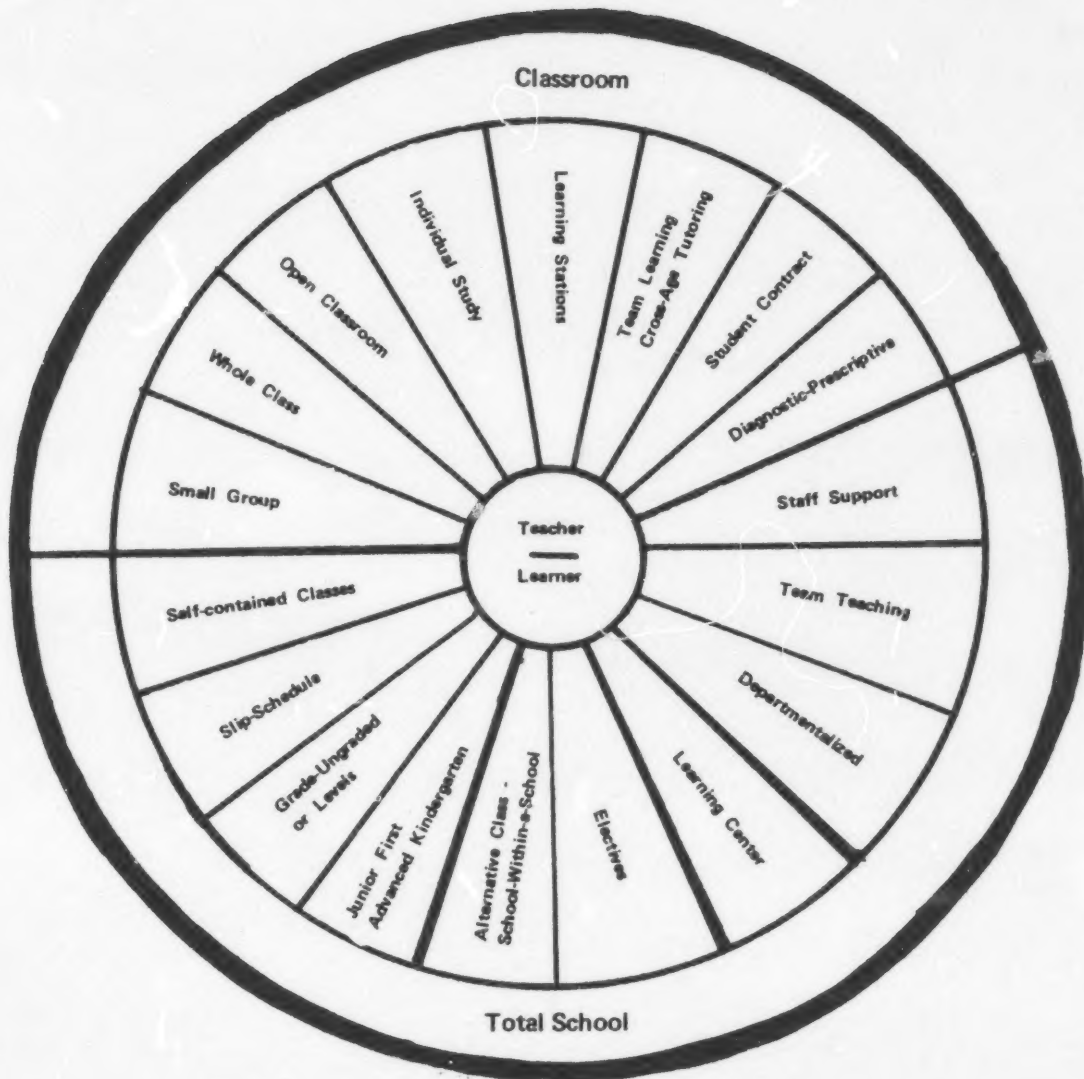
Levels	Titles
1	The World of Language
2	The World of Language
3	The World of Language
4	The World of Language
5	The World of Language
6	The World of Language

This series places emphasis on an oral-based English language program featuring a spiraling approach for developing understandings in the areas of communication, language skills, literature, cognitive development, and human relations. Within each of these major areas, smaller segments are introduced, developed, and refined. The format is colorful with many actual photographs. Punctuation and other mechanical writing skills are centered in a separate section to be used as needed for specific objectives.

WHEEL NO. 4

ORGANIZING FOR INSTRUCTION

Management Strategies
for
Continuous Progress



CHAPTER V

WHEEL NO. 4 - ORGANIZING FOR INSTRUCTION

VARIABILITY OF TIME AND SPACE

Ways of organizing for instruction both within a classroom and across a total school can be seen on the wheel diagram on the opposite page. The core of any program, as shown by the hub of the wheel, is the interaction between the teacher and the learner. All ways of organizing are attempts to improve, or allow more time for, that interaction.

Those wishing to improve the quality of instruction of the elementary school have devised various patterns of organization. These patterns have taken many local adaptations, modifications, and combinations. All are designed to try to meet the individual instructional needs of the students with an efficient use of teacher and learner time. Students need time to read, to write, to listen, to speak, to think. They should not be required to waste time waiting for a "turn," or repeat work they already know, or attempt work they are doomed to fail. Teachers should not have to offer repeatedly the same instruction because of organizational inefficiency. There is no "right" way to group students. Each way brings with it its own set of problems. Which ever way the problems can best be met will prove most satisfactory.

Space and time are the variables, numbers of persons is usually a constant. When flexibility of space is accomplished (open schools, team teaching, pods, etc.) flexibility in time is restricted (teachers must schedule to cooperate). When time is flexible (self-contained classroom) space flexibility (small groups, learning or media centers, etc.) is almost nil. A compromise must be reached.

Criteria for grouping should be based upon the organizational skill of the teacher, numbers of students, objectives for instruction, and the space and materials available. Grouping is only a means to provide for learning activities that are purposeful and directly related to the growth in language abilities of the student. Since growth and needs are changeable - groups should be flexible.

Briefly described are some of the basic patterns for instructional organization as shown on the wheel and no preferential order is intended. If more detailed information about a certain organizational pattern is desired, resource personnel at school or district level are available for consultation.

Because teachers need to know and to instruct each student as an individual, and because the term "individualization" has become a rather meaningless term with too many definitions, the following District Statement on Individualized Instruction is included to serve for clarification and guidance.

INDIVIDUALIZED INSTRUCTION

In 1971 the Board of Education of the Mt. Diablo Unified School District adopted a set of goals setting forth their beliefs regarding the nature of education in our schools. Realizing the goals, in the words of the Board, "...can best be achieved when the educational program:

1. is adjusted insofar as possible in degree and scope to the intellectual, emotional and physical capacities of the individual student.
2. is related to the student's past experience and future goals.
3. is provided in an atmosphere of kindness, sensitivity and mutual respect."

For our purposes the above elements represent a departure point toward a workable basic definition of individualized instruction.

First and foremost, individualized instruction is a point-of-view; a working philosophy relating teaching and learning. Emphasis is placed on the learner and learning. Individualized instruction is success oriented. Instruction begins and learning takes place when a respect and a concern for students as individuals is demonstrated. At the foundation of individualized instruction is a commitment to adapting instructional materials, instructional strategies and teaching objectives to the learning style and ability levels of the learner.

Individualized instruction includes identifying learner needs through assessment of strengths and weaknesses and providing appropriate programs which capitalize on the strengths of the learner and respond to his needs. It provides a structure in which an individual can work and learn at a rate that will permit him to develop his skills to the optimum.

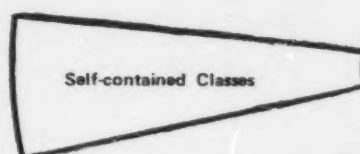
Individualized instruction recognizes the importance of group interaction among students and teachers. It is not synonymous with independent study, although independent study might be an appropriate part of an individualized approach.

There are no particular sets of materials or publishers' products that will meet these goals. Materials are tools of instruction, not ends in themselves.

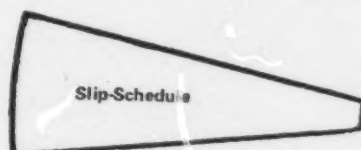
Teachers in the Mt. Diablo Unified School District are encouraged to utilize techniques of individualization. Recognition of individuality of teaching style is as valued as recognition of individuality of learning mode. It is understood that each teacher will implement individualized instruction consistent with his particular teaching style.

ORGANIZING A TOTAL SCHOOL

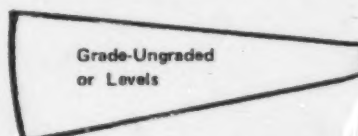
Of the many organizational patterns that will be discussed here, most have at least the potential for enhancing individualized instruction. Each will be described as it appears on the wheel although in practice it is recognized that there is usually an overlapping or integrating of organizational patterns, with new patterns emerging as a result of need and innovation.



Children are assigned to one classroom for the entire school day and year, receiving instruction usually from one teacher. The classroom group may have been assembled by ability, by random selection, a combination of these two, or some other criteria. Meeting with only one teacher may be psychologically and emotionally easier, particularly for very young or for shy students. Language Arts instruction can be carried into other subject areas with no time restrictions. The range of subjects and abilities of students are factors to be considered.



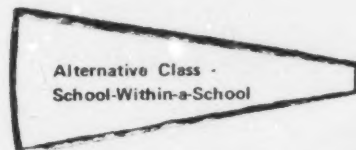
Students in each class are divided into two groups with each group assigned an arrival and departure time. One group is scheduled to arrive early for a 50-60 minute reading period and the other group arrives later and stays 50-60 minutes after the early group leaves, usually for reading instruction. Teachers can work more closely with the needs of individual students when only half the class is present. The possible fatigue factor during the last hour should be considered in this grouping.



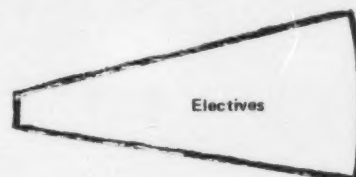
Schools group students by grades or levels to try to match student abilities to a hierarchy of attainment. The organization may include two levels, a primary level and upper level, (any one student may take 2, 3, or 4 years to complete each level) or as many as 20 or more levels, each defined according to a continuum of development. The usual designations of grade (i.e., first grade, second grade, etc.) may be renamed to fit the levels and sub-levels of the program. Reading or language instruction is divided into levels of attainment on which students are placed. Students progress from one level to the next as the defined skills are attained.



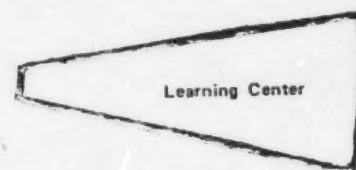
This is usually a self-contained classroom pattern with selection of post kindergarten students for the class who are deemed to be "not ready"¹ for a formal first grade program. The grade placement of students the following year depends upon the success of the program designed to facilitate the growth of these particular students. It provides for a more varied program than the traditional graded program to meet the special needs of a certain group of students not met by the assumed standards of the graded structure.



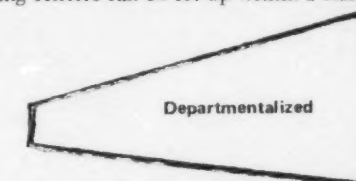
In this organizational pattern, diversity is the format. The teachers, students or community design and try out alternatives to the traditional school structure. Instead of the usual organizational structure of the school or class, the structure of the alternative class is determined by the design of the instructional program. Multiple instructional approaches may be offered as alternatives to students when classes are selected. For example, a particular approach to learning may be common to a grouping of one first grade, one second grade and one third grade and the three teamed in both approach and/or instructional time features. Students are then assigned to that "school within a school."



A school may be organized so that a portion of time during the day or week students may elect, from a variety of group activities, that which is of most interest. If these elective classes change every few months, it allows for many new learning situations and activities. Continuity of skill development must be considered.

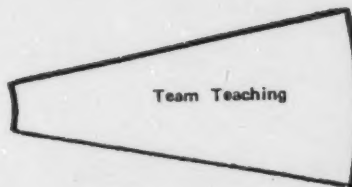


A learning center implies an area within the school where a student may go for selection of a variety of print and nonprint materials that can be used at individual rates, interests and needs for instruction, research or pleasure activities. A school media center can be organized as a learning center, available to all students at all times. Smaller learning centers can be set up within a classroom.

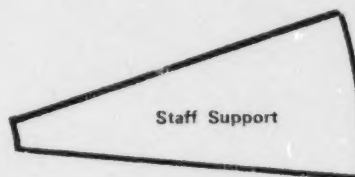


In a departmentalized structure, a block of time in the total school, group of grades, or at a grade level is designated for an instructional period and students move from a "home room" to another classroom. Instruction may be planned in Reading and/or Language Arts for a class group of students of similar abilities and needs. Teachers may teach but one subject area to different groups of students. Time restrictions and the diminished opportunities for knowing each student can be factors and are valid considerations when organizing this program.

¹ See Appendix



Two or more teachers combine efforts, talents, skills, and strengths to provide the best instruction for their classes of students. One teacher may teach a large group while others are assisting; all teachers may work with equal size groups, or teachers may organize a variety of small or large groups for special purposes. The learner in such a setting may be grouped according to grade level, or across grade levels. Cooperation and planning time between teachers is an essential component of this plan.



Reading Specialists

Reading Specialists are assigned to a particular school through the State Miller-Unruh Program to work with children, K-3, in improving reading achievement at the beginning levels. These teachers focus primarily on preventing failure in reading. They may diagnose reading difficulties, provide for the prevention or correction of reading difficulties, assess the growth and development of early reading, and help develop positive attitudes towards reading. They may work with individual students, small groups, teachers and classes, confer with administrators and parents, and communicate new developments in reading instruction.

Resource Teachers

Resource teachers provide aid for remedial instruction, K-6, and for advanced programs. They work with whole classes, individuals, or small groups, teachers and the administrator. They evaluate student potential and achievement, recommend and help plan varied programs with classroom teachers, work with tutors, communicate new developments in instruction, and encourage the use of new materials and methods. Each school is assigned a resource teacher by the District.

Librarians

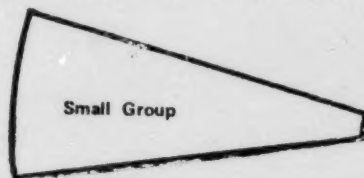
The librarian is an essential part of the language arts program, and can provide both students and teachers easy access to all materials, print and nonprint. Because of in-depth training and knowledge of the library, media and reading materials, the librarian serves as story teller and research person for student and teacher. The library media center, staffed by a librarian, is a vital element to an individualized language arts program.

Teacher Aides

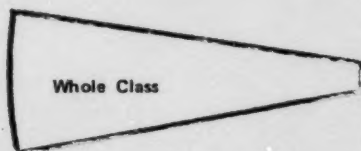
Teacher aides may include adults, paid or volunteer, or volunteer elementary, secondary, or college students. Programs for these aides may be structured by the teacher or by the school or program. Selection, training, and structure are important to the success of an aide program. Diablo Valley College has a career exploration course for their students that encourages students to work as teacher aides. Some parents are willing to serve as a teacher aide for at least part of a day or week if asked and given a specific and rewarding task.

ORGANIZATION WITHIN A CLASSROOM

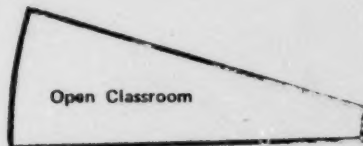
Teachers organize instruction within a classroom according to ways they find can best meet the instructional needs of each student. Some typical patterns are listed here as an aid to those teachers looking for a way that can be adapted to their own teaching styles. After considering the instructional needs of the students, the various approaches to instruction including methods and materials, a teacher must explore ways of bringing it all together. This is an attempt to explore those ways.



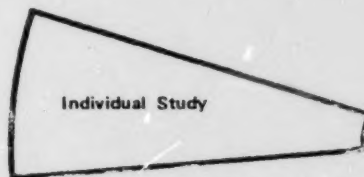
Learners may be grouped into small units for instruction related to common needs, such as skill development, topic interest, the sharing of library books or stories, and project planning. If a basal text approach is used to teach reading, groups may number 2, 3, or 4 in an average class. The purpose of this type of grouping is to permit students to function as near a comfortable reading level as possible when they have similar instructional needs.



For particular activities such as discussion or reading aloud to students, the entire class may be involved. Other whole class activities might include dramatization, sharing research, silent reading, or the reading and writing involved in a planned class excursion.



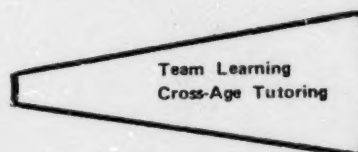
The learner's environment in the classroom is enriched and materials are structured toward the interest of the students involved in an open classroom situation. The student's goals and interests take precedence in the learning activities. The teacher acts as a guide or resource person to the learner, whose learning activities are self-determined.



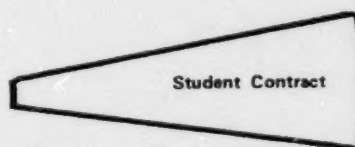
Individual study is a broad term of student-centered instruction that can include student contracts, programmed materials, or any other system that is based on self-determined goals. The student may or may not work with other students. This student-centered or self-selecting organizational pattern calls for a "tuned-in" teacher who will encourage progress and set the environment for learning.



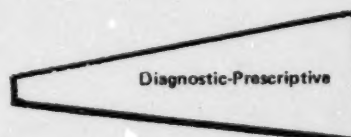
In a classroom organized around learning stations, a variety of stations are set up around the classroom for small group instruction. The stations may include writing activities, recreational reading activities, listening activities, or basic skill instruction. The students move from one station to the next during a period as assigned. Stations may also include other subject areas.



Two or more students of like or varying age may team together for a variety of language arts activities. Older readers may help beginning readers in skill practice, and thereby help themselves to be better readers, or they might read aloud to younger groups. Students of the same age may cooperate to plan a dramatization, assist each other in skill acquisition in a game situation, with flash cards, or they may design questions to be used as a basis for discussion. Students of varying ability can be teamed to find answers to questions involving various materials in various media.



Contracts between the student and teacher, or a self-determined contract that the student makes, is a technique often used when working with students on an individual basis. This allows each learner to know the objectives, to monitor self-learning, and to plan the next steps. It gives the teacher a way to plan individually for and with each student. Contracts are reviewed periodically by the teacher in a conference with the student.



In a classroom organized around the diagnosis of and prescription for each child, the class management centers around diagnostic procedures, usually a test of some sort, and the many instructional materials keyed to the test items and used for the prescription. Both the diagnosis and prescription are based on a set of performance objectives arranged on a continuum that the students work their way through.

In any form of organization, students and teachers need time to listen, to speak, to read, to write, and time for the thinking processes intrinsic to the development of these language skills. The plan that best allows this time for each person involved will be the plan that results in greatest achievement in learning.

CHAPTER VI

SOURCES

RECOMMENDED TEACHER AID MATERIALS

Books for Ideas and Games

Castro Valley: Reading Instruction Guide

Developing a Sound Reading Program

Rock LaFleche, Superintendent, Schools of Alameda County

224 West Winton Ave., Hayward, CA 94544

Children's Literature K-3—Teacher Resource Packet

Nancy Schroeder, MDUSD, Advanced Programs

Distribution: 2 copies per school

Samples of lesson plans, scripts, puppets, book games, book sharing, art activities, library words, and many activities for the primary grades used in the Advanced Program "Hooked on Books."

Comprehension Exercises for Grades 2-5

Fred Sullivan and Dave Johnson, MDUSD

Distribution: Resource teacher in each school.

Easy in English

By Mauree Applegate

Harper & Row

A source of information and activities for developing thinking, listening, speaking, reading, vocabulary, and mechanics in writing.

English Language Framework for California Public Schools, K-12

California State Board of Education — 1968

Distributed to schools by the State Department of Education.

Framework in Reading for the Elementary and Secondary Schools of California

California State Board of Education — 1973

Distributed to schools by the State Department of Education

Magnetic Patterns of the English Language — Book 1

by Wynn Baxter

Veritas Publications

P. O. Box 52

Pasadena, CA

A highly structured language-spelling program using the auditory, visual, and kinesthetic approach. Letter-sound associations are expanded from root words, to the spelling and meaning of words.

MDUSD Approaches to Reading, Grades 7-8, 1970-71

MDUSD Language: A Composition Curriculum for Grades 7-8, July 1973

Newhall Reading Guide, 1971

The Teachers Reading Program by Walter J. McHugh & Walter F. Hauss

JS2, Inc., Publishers, Hayward, CA

Provides for beginning reading instruction, development of skills, skills in the content area, and a general look at the total program.

(Approximately \$6.00)

Books for Ideas and Games (Continued)

Teach and Reach That Child

Eleanor V. Cochran — Stockton School District

Peek Publications, Palo Alto

Prescriptive handbook for early readers.

(Approximately \$2.65)

Reading Forum

U.S. Department of Health, Education, and Welfare

Superintendent of Documents

U.S. Government Printing Office

Washington, D. C. 20402

A collection of reference papers concerned with reading disability.

(Approximately \$2.00)

Reading is Only the Tiger's Tail

By Robert and Marlene McCracken, Leswing Press, San Rafael, CA

Attempts to set up an effective reading program that embraces all of the language arts and their interrelationships.

Reading Process and Program

By Kenneth S. Goodman and Olive S. Niles

Commission on the English Curriculum, National Council of Teachers of English

A scholarly view of language and reading in two parts entitled: "Behind the Eye: What Happens in Reading" and "School Program: The Necessary Conditions."

A Student-Centered Language Arts Curriculum, Grades K-6, A Handbook for Teachers

By James Moffett, Houghton Mifflin Company

A handbook for teachers in developing individualized instruction in drama, oral language, reading, and writing.

Word Clues

By Amsel Greene, Harper & Row

A manual for teaching word derivations—the Latin and Greek roots of words. Appropriate motivational material for fifth and sixth grade or advanced students.

Games and Activities

Educational Services, Inc., Publications

Spice — (Teaching activities for language arts.)

Stage — (Teaching activities for dramatics.)

Rescue — (Teaching activities for remedial reading.)

Anchor — (Teaching activities for vocabulary discovery.)

Launch — (Teaching activities for preschool and kindergarten.)

(Approximately \$5.00 per copy)

Environmental Studies Project

Bob Samples,

Box 1559, Boulder, Colorado

Kit contains 75 assignment cards, booklets, and game for developing investigation strategies. Great for language arts and other independent activities.

(Approximately \$20.00 per kit)

Games and Activities (Continued)

Fresh Teaching Ideas. Ideas. Ideas.

California Reading Association

Mr. Cecil Klee, Principal

College View School

6582 Lennox Drive

Huntington Beach, CA 92647

Collection of games and learning activities to develop skills in reading, spelling, writing, and speaking. Suggestions are given on ways to develop reading comprehension, word analysis, spelling, etc., using the chalkboard, game boards, oral activities, etc.

(Approximately \$2.50)

How to Take the Fun Out of Reading

Educational Marketing and Research

1020 Prospect Street, Suite 311

La Jolla, CA 92037

A book of cartoons that hit home on teaching reading.

(Approximatley \$1.00)

Language Development Experiences for Young Children

DFA Publishers

6518 Densmore Avenue

Van Nuys, CA 91406

Collection of experiences in dramatic play, sensory development, story time, and others.

(Approximately \$5.50)

Let's Play a Game

Ginn & Co., Palo Alto, CA

Suggestions for games and independent activities for developing reading skills.

Reading Games Unlimited

Greater San Diego Reading Association

c/o Harry Roux

Chula Vista City School District

P.O. Box 907

Chula Vista, CA 92012

Suggested learning activities for teaching reading, developed or used within San Diego classrooms.

(Approximately \$2.00)

Diagnostic Materials

Informal Inventory – Reading

Envelope No. 1 in the back of this handbook

Informal Inventory – Writing

Envelope No. 3 in the back of this handbook

Criterion Test Items – Reading

Envelope No. 2 in the back of this handbook

Criterion Test Items – Writing

Envelope No. 4 in the back of this handbook

Diagnostic Materials (Continued)

Prescriptive Reading Inventory, 1973

McGraw-Hill

Del Monte Research Park

Monterey Park, CA 93940

This is a commercially developed Criterion Referenced Test. It evaluates a Student's mastery or nonmastery of each objective in a set of explicit educational objectives stated in behavioral terms.

Reading Diagnostic Kit

Developed in 1972 by MDUSD Resource Teachers,

Aileen Haslett, Millie Watt, Linda Shrable, Dave Johnson, and Joan Evans

Kit A - Level K-1

Kit B - Level 1-4

Kit C - Level 4-9

These kits were developed to aid the classroom teacher in analyzing the reading needs of children.

Reading Miscue Inventory Manual

Macmillan Co.

23 Orinda Way

Orinda, CA 94583

Can be used to determine the varying causes of a reader's miscues, can pinpoint specific and repetitive problems, and can aid in distinguishing them from difficulties which are caused by the organization or content of the reading material.

(Approximately \$6.00)

MDUSD Inventory of Developmental Tasks

A diagnostic-prescription program for kindergarten and primary levels. Activities and evaluations include coordination, visual motor, auditory and visual perception, auditory and visual memory, language, and conceptual development.

Other diagnostic and assessment tests are available in the District Testing Office.

APPENDIXES

A STRUCTURE FOR INDIVIDUALIZING

READING INSTRUCTION

Grades 3-6



Alpha Quincy
Elementary General Consultant
Mt. Diablo Unified School District
1936 Carlotta Drive
Concord, California 94520
1969-70

A STRUCTURE FOR INDIVIDUALIZING READING INSTRUCTION

GRADES 3-6

Goals:

Every student should learn to enjoy reading and read with ease.

Every student, beginning at his own level, should increase his vocabulary and become aware of words and the power of their use.

Every student should be able to abstract what he has read and put it in context that has meaning for him.

Objectives:

By the end of the year, students will have completed at least four library books and will be able to discuss the content of each.

By the end of the year, each student will be able to name two or three books he would like to read that he hasn't yet read.

By the end of the year, each student will have significantly increased his speaking and reading vocabulary.

By the end of the year, each student will know the location of classified and nonclassified books in the library, and most students will be able to name three or four authors and go directly to those books in the library.

By the end of the year, most of the students will choose reading as a free time activity.

Materials to be Used:

The School Library - This is essential as the foundation of this program for the entire year. Each student chooses his own "reader" from the library collection.

Also:

SRA Reading Lab - This can be used for the first 6 to 10 weeks to accustom the children to reading independently in an organized fashion. Use as directed by the manual.

Basic Reader - Any of the basics will do for the purpose of learning the skills of abstracting information and of comprehension. Several or all students should have access to the same story. See the outline of the program, 3.1.

Holt, Rinehart, Winston - The Bill Martin, Jr. Sounds of Language readers are used for illustrating the beauty of playing with words, with patterns of language, and with patterns of story development. This can be used on a whole class, or group storytelling basis.

CHILDREN WILL NEVER BE READERS IF ALL THEY EVER READ ARE READERS

Although readers are important for developing beginning decoding skills and for isolating other specific skills that may be stumbling blocks to learning to read, very often by the time the student has reached the upper elementary grades, he (1) has met failure so often he has "turned off" readers and reading, (2) has demonstrated a level of proficiency that would enable him to be self-propelled in reading to the point where a developmental reader at his grade level would impede his progress or waste his time, or (3) has a need to develop independency in selecting materials for recreational and informational reading and in using the library for a purpose. All of these needs and more will be evident in the same classroom. No one text can meet all of these problems.

The program outlined here is individualized in the personalized, self-selecting sense, not in the programmed or the prescribed sense of the term. It is structured to maintain stability, but open-ended to maintain motivation, with each student reading a different book for different purposes.

The core of this program is outlined below:

1. Student self-selected library books are the "readers."

- 1.1 Only books listed in the school card catalog qualify (this eliminates questionable material which may be okay with one parent but not another. Peer pressure develops if one child is permitted to read about murder and sex, and another is not).
- 1.2 Any book in the school catalog is fine regardless of reading "level" but each student must read 100 pages per week of the book he selects for himself.
(Note: 100 pages is strictly arbitrary, but a good starting point, and security for the student at the beginning of the program.)

This can be anything from an "x" or primary picture book (100 pages are a lot of books) to a Jules Verne classic (100 pages is only a small part of the book). Gradually a balanced diet of books will evolve, each student reading "hard" and "easy," comedy and tragedy, etc., but it is important that the selection be the student's with no restrictions.

- 1.3 As the program progresses and students have read several books, temporary limitations may develop, but only if deemed necessary by students and teacher; i.e., no more than two books in a row by the same author or on the same topic; no classified books (if plot or story development is the goal).

- 1.4 If students do not have continual access to the school library, a "room library" must be established to fill the time between weekly library visits, so that no one is ever without a book of his choice.

2. Sharing reading is student-centered.

- 2.1 The class is divided into four or five groups, usually reflecting interest; i.e., fantasy stories, science fiction, horse stories, etc. Groups should be flexible, or regrouped at monthly or quarterly intervals. New people introduce new ideas.
- 2.2 The entire reading period of 45 minutes to an hour should be devoted by the teacher to one reading group for book discussions. Each group meets only once during the week. (Later, several or all groups may meet each day when discussion patterns are established.) A possible weekly schedule might look like this.

Monday	Tuesday	Wednesday	Thursday	Friday
Group I	(Independent contract work, time for sustained silent reading, language development, or group skills work)			
	Group II	(Independent work on reading)		Library period all groups Whole class discussion Dramatizations
(Independent work on Reading)		Group III		
(Independent work on Reading)			Group IV	

2.3 Students of one group meet with the teacher around a table. Each reads a selection, a paragraph or a page from the book he has been reading and has chosen to share (his choice). After he has read aloud, he answers comments made by the group for clarification or in-depth understanding. The selection should be of special interest to the group because it is funny, beautiful, exciting, gory, strange, etc. Each student likes to share a book that is uniquely his, and the others in the group like to hear passages their peers have thought interesting - and will choose the book for themselves later if interest is high. (You will learn that student interest and teacher interest are not always the same!)

*This is
the heart
of the pgm!*

2.3.1 Book discussions at the table are initiated by teacher or students. These are particularly effective when two or more students have read the same book, when discussions tend to be self-generating. The teacher should listen to the student's meaning and avoid any preconceived notions of values in the content. It is not necessary for the teacher to have read every book. He/she will soon come to know each book from the student viewpoint. A few probing open-ended questions are all that are necessary to initiate discussion. (See Appendix A for suggestions).

2.3.2 For record keeping purposes, the student hands his 4 by 6 card - bookmark - to the teacher as he gains the center of attention to share his book. (See Appendix B for sample card). The teacher records the page number he tells her is as far as he has read to date. This card has the book title, author, date begun, number of pages, and student's name already recorded by the student. Not until the book has been completed does the student write the synopsis on the card which is then filed by the teacher under the student's name.

2.3.3 At the time the teacher receives the card she makes notations concerning a sharing project, if any, that was completed, or discussion points, or skills evidenced or needed, or any other evaluative notations that will help in planning seatwork for the student or assessing progress. (See Appendix C for project suggestions.)

3. Skills are developed through individual contracts and class work.

- 3.1 Many reading skills are acquired by students as needed for the volume of reading being done. If lack of a skill is an obstacle to reading, it can be noted by the teacher during the table sharing time.
- 3.2 The skill of abstracting is most necessary in building ability to "get to the point" and is part of the reason for writing the synopsis on the "card book-mark." Most students at this age have difficulty in abstracting, in finding the main idea and sequence. This is a skill needed in research and in social studies and other areas of the curriculum. A good technique for developing this skill is to have each student read, orally or silently, the same story from a basic reader--as a class, as a group, or as seatwork--whichever seems appropriate. Then ask someone to volunteer to orally tell the whole story in three sentences (or 4, or 2, or 5 as appropriate to the story). Run-on sentences will be noted by members of the class who are also working on the task. The listeners will evaluate the relative value of the three chosen sentences to the essence of the story, then are asked to try it themselves, one at a time. Each should have an opportunity to try the task using the same story so that the class can realize that there are many sentences and combinations of sentences that will suffice. When facility with the task has been reached, the assignment should be for each student to write it in any three sentences he feels best tells the story. The writing is more successfully accomplished after several attempts at oral abstracting and class discussion. This lesson, after students have had much experience with it, can be attempted at the group sharing table orally with their library readers and only then should be written on the card as a synopsis of the book each has completed.
- 3.3 Vocabulary skill development is relevant to the book selected and the child's environment. In order to focus on vocabulary, the student opens his book to a page at random to find an unknown word. A reader interested in his book usually won't see one without help. The student adds the word to his list titled "one new word per day." (See Appendix D for list suggestions). Other words for the weekly list may be found anywhere; at home, on T.V., in the newspaper, overheard, or in class. These lists are collected once each week and each student explains, explores, or shares one of his found words with the group or class. Other skills are developed as needed on a group basis or on an individual basis through contract work between student and teacher to be done during the days of the week when his group is not scheduled to meet. Materials used to develop the needed skills can be chosen from the field of materials available; state reader, work books, language book, speller, SRA lab, special material, teacher-made materials, individual and group games, etc. As a guide to specific skills as needed, the Basic text is a good resource.

*Are Essential
Component!*

In establishing this type of program, children will find their own reasons to read that will sustain them as they read for information, for pleasure, and for knowledge as they progress through school. Above all, the tensions of looking for errors and "reading" or translating sight into sound at the frustration borderline will have been removed to lessen the common problem of "reading" becoming "work" to be avoided.

APPENDIX A

Suggested Questions for Initiating Book Discussion

I. Fiction Story, General

1. In what ways does the author help you to understand yourself or others better?
2. How do the characters react to their environment?
3. What important decisions about friendships are included?
4. What forces or drives cause the characters to behave as they do?
5. What experiences are described which are similar to your own?
6. Would you react as the characters did? If not, why not?
7. Does the family in the story act like a real family would act? Why or why not?
8. Which character seemed more like a real person? Which one do you think the author "knew" best? Why?
9. What did the leading character do that you would not have done? Why not?
10. Do you think he knew that what he did would get him in trouble?
11. Which of the following themes were developed?
 - a. Patterns of family life
 - b. Understanding adults
 - c. Growing up
 - d. Accepting oneself
 - e. Economic backgrounds
 - f. Belonging to groups
 - g. Adventure
 - h. Adjusting to new situations
 - i. Acceptance and rejection
12. What standards of literary excellence did you note?
 - a. Has the book distinction of theme and style?
 - b. Is the style clear and forceful?
 - c. Does the story embody wholesome ideals and situations true to life?
 - d. Do the characters seem real?
 - e. Is there a ring of sincerity?
 - f. Is there something significant for the reader?

APPENDIX A (continued)

II. Adventure Story

1. Whose fault was it that they were in this predicament?
2. How did they first face it?
3. What difference did the location make?
4. What special problems were caused by the environment?
5. What was the mental attitude of the person and did it vary?
6. What mistakes did they make? What were the consequences of these mistakes?
7. How did the experience change the person?
8. How would you have behaved in the situation?
9. Have you ever been in a similar experience with a decision to make on your own?

III. Animal Story, Pets

1. What part did location of the story play?
2. Did this animal act more like an animal would act or more like people act?
3. Did the type of animal have any influence on the child?
4. Why do you think the author chose this animal?
5. What effects did the animal have on the child?
6. Do you think all children should have a pet? Why or why not?
7. Would you care to change places with any of these youngsters? with the animal?

IV. If your book is one of information:

1. Give the point of view of the author.
2. Question the accuracy of the author's observations.
3. Evaluate the freshness of new ideas and estimate their possible worth.

APPENDIX A (continued)

IV. If your book is one of information: (continued)

4. Compare facts and ideas in this particular book with ideas gained by experience from other books.
5. State your opinion as to the students the book might help and tell in what way they could be helped.
6. Tell how your author gained his information for writing this book.

V. Biography or Autobiography

1. Where did the author get his information?
2. Why did he select this particular person?
3. What qualities of character made this person great?
4. What personal problems or handicaps did this person overcome?
5. What have you learned from this person which may help you become successful?
6. How did this person's childhood prepare him for a life of service?
7. As a child, how was he different from other children of his time?
8. What caused him to want to help the group he worked with?
9. Was his contribution appreciated during his lifetime?
10. What was the mental attitude of this person and did it vary depending on success or setbacks?
11. What effects does his service have on us today?
12. What ways did his work make his life different from other people?
13. Would you trade places with this person?

APPENDIX B

Your name _____		Date Started _____	
Title _____			
Author _____		Number of Pages _____	
Synopsis		Teacher Notes:	

APPENDIX C

Book Project Ideas

Choose one of the following ways of reporting on the book you have just read. Choose the method most appropriate to the style of the book and make sure it will be of interest to your audience.

The idea you work out should tell more about the story than a person could find out by just reading the title or looking at the pictures in the book.

1. Paint a picture of part of the story.
2. Make a comic strip of one happening.
3. Create original illustrations...for an imaginary new edition.
4. Have a book discussion with several others who have read the same book.
5. Make a diorama.
6. Dress paper doll characters to fit the story.
7. Act out a special part of the story by yourself or with friends.
8. Write a letter to a friend about a book.
9. Write a new ending for the book. Be prepared to compare endings.
10. Give a puppet show telling the story or a part of it.
11. Paint a mural or roll picture showing events in sequence.
12. Make a poster for the bulletin board.
13. Make a book cover for an old book.
14. Write a book review.
15. Pretend you are the author and explain the book, why it was written, and how the research for the book was done.
16. Make a map of all the areas told about in the story.
17. Write one scene into a play with dialogue.
18. (Your own idea.)
19. Outline events in the order in which they happened.
20. Write an outline for a book of your own using the same theme as this book you have just read.

APPENDIX D

NAME: _____ DATE _____

MONDAY

NEW WORD _____ PRONOUNCED _____

WHERE FOUND _____

IT MEANS _____

☐ *SENTENCE _____

TUESDAY

NEW WORD _____ PRONOUNCED _____

WHERE FOUND _____

IT MEANS _____

☐ *SENTENCE _____

WEDNESDAY

NEW WORD _____ PRONOUNCED _____

WHERE FOUND _____

IT MEANS _____

☐ *SENTENCE _____

THURSDAY

NEW WORD _____ PRONOUNCED _____

WHERE FOUND _____

IT MEANS _____

☐ *SENTENCE _____

FRIDAY

NEW WORD _____ PRONOUNCED _____

WHERE FOUND _____

IT MEANS _____

☐ *SENTENCE _____

*Put a check in the box by the sentence only if you were able to use it yourself in your conversation this week.

The following journal articles (Appendix B, C, D and E) were removed because of copyright restrictions:

B. Botel, Morton, and Alvin Granowsky. "Diagnose the Reading Program before You Diagnose the Child" The Reading Teacher p563-564 March 1973

C. Goodman, Kenneth S. "Reading: the Key Is in Children's Language" The Reading Teacher p505-508 March 1972

D. Mork, Theodore A. "Sustained Silent Reading in the Classroom" The Reading Teacher p438-441 February 1972

E. Durkin, Dolores. "What Does Research Say About the Time to Begin Reading Instruction?" The Journal of Educational Research v64 n2 p52-56 October 1970